

Ector County Independent School District

Barbara Jordan Elementary

2023-2024 Board Goals/Performance Objectives/Strategies



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Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 1: The percentage of students in grade K-5 achieving or exceeding their MATH RIT goal will increase from 57% to 60%.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use 2022 - 2023 EOY MAP scores to determine students gaps and create intervention plans in order to close student learning gaps. Teachers will use individual student data trackers throughout the BOY, MOY, and EOY MAP Math cycles to show student growth.</p> <p>Strategy's Expected Result/Impact: Students will close gaps and improve their math scores on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Lack of quality and rigorous Tier 1 instruction resulted in low student achievement in all subject areas grades K-5. Root Cause: Lack of lesson planning, lesson internalizing and incorporation of engaging and rigorous lessons and content knowledge to enhance student achievement.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Lack of quality and rigorous Tier 1 instruction resulted in low student achievement in all subject areas grades K-5. Root Cause: Lack of lesson planning, lesson internalizing and incorporation of engaging and rigorous lessons and content knowledge to enhance student achievement.</p>





Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 47% to 60%

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors and aides to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach, Teachers, Tutors and Aides</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 3: By May of 2024, 50% of students will perform at the Meets level in 3rd-5th Math STAAR.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR and MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Jordan will hire certified tutors to work with grade levels 3-5 in reading and math, 3 times per week.</p> <p>Strategy's Expected Result/Impact: 50% of students will move from approaches to meets on STAAR.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers and Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Two certified tutors - Title One Instructional Continuity - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: Only 40% of students are at grade level in reading and math in grades 3-5. Root Cause: Lack of quality intervention to better close learning gaps in 3rd - 5th grades.</p>

Curriculum, Instruction, and Assessment

Problem Statement 2: Only 40% of students are at grade level in reading and math in grades 3-5. **Root Cause:** Lack of quality intervention to better close learning gaps in 3rd - 5th grades.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 4: By May of 2024, 50% of students will perform at the Meets level in 3rd-5th Reading STAAR.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR and MAP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: All classroom will have their technology updated, moving from Smartboards to Prometheans. Strategy's Expected Result/Impact: Increase in teacher/student engagement and improvement in Tier 1 instruction. Staff Responsible for Monitoring: Campus administration, Instructional Coach and Teachers</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Technology 1 Funding Sources: - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Jordan will hire certified tutors to work with grade levels 3-5 in reading and math, 3 times per week. Strategy's Expected Result/Impact: 50% of students will move from approaches to meets on STAAR. Staff Responsible for Monitoring: Campus administration, teachers and Instructional Coach</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 2 Funding Sources: Two certified tutors - Title One Instructional Continuity - \$27,000</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 3: Only 40% of students are at grade level in reading and math in grades 3-5. Root Cause: Lack of quality intervention to better close learning gaps in 3rd - 5th grades.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Only 40% of students are at grade level in reading and math in grades 3-5. Root Cause: Lack of quality intervention to better close learning gaps in 3rd - 5th grades.</p>

Technology

Problem Statement 1: Lack of high quality technology in all classrooms. **Root Cause:** Due to class size and portable use, some classrooms are without high quality technology.

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 60% of 3rd grade students will show growth on their Reading MAP.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP, SCA, Walkthrough Data, Intervention Groups

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused</p>	Formative			Summative
	Oct	Jan	Mar	May

reteaching and lesson delivery.

Staff Responsible for Monitoring: Campus administration and Instructional Coach

Title I:

2.4, 2.6


- TEA Priorities:


Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 55% of 3rd grade students will perform at the Meets level on their reading STAAR assessment.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: STAAR, Benchmark, SCA, MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement.</p> <p>Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration.</p> <p>Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused</p>	Formative			Summative
	Oct	Jan	Mar	May

reteaching and lesson delivery.

Staff Responsible for Monitoring: Campus administration and Instructional Coach

Title I:

2.4, 2.6


- TEA Priorities:


Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

 No Progress

 Accomplished

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



Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 55% to 60%.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors and flex aides to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who are struggling will participate in intervention weekly via teachers, day tutors, and FEV Tutor in order to reach grade level potential.</p> <p>Strategy's Expected Result/Impact: Student academic readiness will improve, and students will enter first grade on grade level.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: 55% of K-2 students will show growth on their READING MAP ASSESSMENT.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors and flex aides to assist students with individual learning gaps, reading skills and fluency.</p> <p>Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who are struggling will participate in intervention weekly via teachers, day tutors, and FEV Tutor in order to reach grade level potential.</p> <p>Strategy's Expected Result/Impact: Student academic readiness will improve, and students will enter first grade on grade level.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of 3rd-5th grade students will utilize AVID planners to promote college readiness.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs by Admin and Leadership to verify use.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training and expectations for AVID binder set up and organization. Strategy's Expected Result/Impact: Walkthroughs will move to showing more students engaged and organized. Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The administration will conduct weekly walkthroughs to audit consistent binder usage. Strategy's Expected Result/Impact: Students will demonstrate mastery of AVID binder organizational skills and strategies. Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





Performance Objective 2: School connectedness Panorama data will increase from 64% to 75%.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Fall and Spring Results

Strategy 1 Details	Reviews			
<p>Strategy 1: School counselor and teachers will implement daily SEL lessons (7 Mindsets) every morning from 7:30-8:00 am to increase school connectedness, culture, attendance and overall student engagement.</p> <p>Strategy's Expected Result/Impact: Increase in school connectiveness.</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Jordan will conduct three content nights to include Science, Reading and Math.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement with campus and close the engage gaps with parents and school.</p> <p>Staff Responsible for Monitoring: Counselor, and Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: Supplies for content nights - Title One School-wide - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: School connectiveness dropped from 74% to 64%. Root Cause: High rate of change over of principals over the last 3 years.</p>





Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Student daily attendance will increase from 93% to 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Daily Attendance: SchoolStatus Daily Reports, District Attendance Awards

Strategy 1 Details	Reviews			
<p>Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truancies. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance Awards and Celebrations will be done every nine weeks to promote and celebrate attendance. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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