

**Waco Independent School District  
Dean Highland Elementary School  
2023-2024 Improvement Plan**



# Mission Statement

Our mission at Dean Highland Elementary is to foster the growth of our students through relevant relationship-centered instruction and collaboration. Our mission is to have students take control of their own destinies so that they can have choices.

## Vision

Dean Highland Elementary will promote a safe and relationship-centered learning atmosphere for academic success. Students will be challenged to naturally become intrinsically motivated, self-driven, and socially responsible individuals.

## Core Beliefs

Every day is a great day to be a Dean Highland Dragon because WE believe:

Dragons are

Responsible

Adventurous

Genuine

One-of-a-kind

Noble and

Skilled learners

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# Goals

**Goal 1:** Ensure a guaranteed and viable curriculum to increase student achievement for all student populations.





**Performance Objective 1:** Increase student achievement to 80% growth for all groups in reading and math.

**High Priority**

**Evaluation Data Sources:** STAR Renaissance 360, Unit Assessment Data, STAAR Scores, Unit plans, Roadmaps, etc.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Partner with Region 12 Education Service Center, TEA-approved VIP source, principal supervisor, and/or other consultants to improve unit lesson planning processes prior to each unit.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers deliver aligned, rigorous lessons that meet grade level expectations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teacher Leaders</p> <p><b>TEA Priorities:</b><br/>           Improve low-performing schools<br/>           - <b>ESF Levers:</b><br/>           Lever 5: Effective Instruction<br/>           - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Specialist Salary - Title 1 - \$120,000</p> | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Provide ongoing professional development to improve proficiency using planning protocols and curriculum resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Aligned objectives, proficient student and teacher exemplars, Know and Shows Charts developed for priority standards, increased teacher proficiency in T-TESS planning dimensions</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Teacher Leaders, District Coordinators</p> <p><b>TEA Priorities:</b><br/>           Build a foundation of reading and math, Improve low-performing schools<br/>           - <b>ESF Levers:</b><br/>           Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |            |
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| Strategy 3 Details   | Formative Reviews |            |            |
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| <p><b>Strategy 3:</b> Schedule Data-Driven-Instructional Meetings with teachers and teams after TCAs to analyze and respond to behavioral and academic problems of practice evidenced by student artifacts.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent and routine calendared meetings, effective reteach plans, reduction of office referrals, increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, MCLs</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Title 1 - \$10,000</p> | <b>Formative</b>  |            |            |
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| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Engage leaders and teacher leaders in learning walks to improve collective efficacy and respond to problems of practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent expectations, calibrated response plans, peer feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal Supervisor, Principal, Assistant Principal, Instructional Specialists</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 5 Details   | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> Routinely collect formative assessment data (student work samples and teacher exemplars) during PLCs and/or collaboration times to analyze and respond to student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify evidence of high, medium, and low student learning and compare with teacher exemplars and know/show charts to improve Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist, MCL Teacher Leaders</p>   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 6 Details   | Formative Reviews |            |            |
| <p><b>Strategy 6:</b> Develop a process for students to review their own academic and behavioral data to create, review, and revise goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student goal trackers, increase student self-awareness of learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, MCL Teacher Leaders</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 7 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 7:</b> Ensure 100% of teachers and leaders are in compliance with training and implementation of literacy best practices related to reading academies.</p> <p><b>Strategy's Expected Result/Impact:</b> Principals and teachers will increase their knowledge in foundational reading instruction, improve reading/language arts performance by monitoring BOY, MOY, and EOY student achievement data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levels:</b><br/>Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 8 Details  | Formative Reviews |            |            |
| <p><b>Strategy 8:</b> Continue literacy professional development for RLA teachers and leaders to improve independent reading and writing using a writing workshop model.</p> <p><b>Strategy's Expected Result/Impact:</b> Real-world applications, integrated curriculum, improvement in EOY and STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 9 Details  | Formative Reviews |            |            |
| <p><b>Strategy 9:</b> Guarantee weekly collaboration time for teachers, staff, and campus leaders to support and respond to academic and behavioral goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent and routine meetings, action plans, improved teacher clarity, collective efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Instructional Specialist, MCL eacher Leaders</p> <p><b>ESF Levels:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 1:** Ensure a guaranteed and viable curriculum to increase student achievement for all student populations.

**Performance Objective 2:** Meet TEA requirements for schools labeled as Additional Targeted Improvement and/or Comprehensive.

**Evaluation Data Sources:** A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans submitted to TEA, Record of School Improvement Grant Activities

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Implement systems to support the ongoing review of data and accountability planning learned from A-F training provided by district level leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality targeted improvement plans submitted to TEA, plans implemented with fidelity, documentation in place to support effective schools framework</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> | <b>Formative</b>  |            |            |
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| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Conduct training on understanding the TELPAS testing system and develop campus monitoring systems to track student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of data to develop interventions for applicable students, identify strategies to support successful TELPAS testing in primary grades</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 1:** Ensure a guaranteed and viable curriculum to increase student achievement for all student populations.

**Performance Objective 3:** Eliminate performance gaps for all student groups.

**High Priority**





**Evaluation Data Sources:** Reading Benchmark Assessments (BAS), STAAR Interim Data, STAAR Test Scores, Unit Assessment Data, Renaissance 360 Growth Reports

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Support the implementation of the Reading Recovery program to improve literacy for at-risk first-grade students, using one SIT teacher as a Reading Recovery teacher leader to provide support for intensive reading intervention through Guided Reading Coaching and Support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to support intensive reading instruction for struggling students, increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist and MCLs</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br/>- <b>Additional Targeted Support Strategy</b></p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Continue to refine campus plans to provide a coherent, multi-tiered system of support for academics and behavior, using an instructional approach that develops teacher capacity to address achievement gaps and dysregulated behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> All students in need of behavior support will have an active plan in the district RTI/MTSS System, evidence that includes accurately tiered students with active behavior plans in Branching Minds, up-to-date progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, SEL Specialist</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p>                             | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Use after-hour tutors to provide small group instruction to close the learning gaps of identified students including student populations such as African-American, English Learners, Hispanic, and At-Risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement with a focused priority for sub-populations such as African-American, EL, and Hispanic</p> <p><b>Staff Responsible for Monitoring:</b> Director of Interventions/State and Federal Program, Principal, Instructional Specialist</p> <p><b>Funding Sources:</b> - State Compensatory Education - \$23,000, - Title 1 - \$200</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 4 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 4:</b> Continue to evaluate the knowledge and skills of ESL teachers and campus leaders to inform professional development and curriculum planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop plans to increase teacher and leader knowledge and skills of effective instructional strategies to support Bilingual/ESL students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 5 Details  | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> Internalize district recommendations and Multi-Tiered Systems of Support guidelines to develop a campus system to review and respond to student progress and accurately place students in Tier II and III interventions using Emergent Tree Resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Systemized interventions implemented for small group remediation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist,</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 6 Details  | Formative Reviews |            |            |
| <p><b>Strategy 6:</b> Review student needs and learning gaps as identified by benchmarks and district assessments to inform the purchase of aligned resources for tutoring and remediation.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutorial materials and resources that target students' needs</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Specialist, Assistant Principal and MCL Team Leaders</p> <p><b>Funding Sources:</b> - State Compensatory Education - \$3,200, - Title 1 - \$2,000, - State Compensatory Education - \$4,900</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 7 Details  | Formative Reviews |            |            |
| <p><b>Strategy 7:</b> Allocate a portion of the budget to support the purchase of supplemental or acceleration materials and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores to at least 75% approaching the standard in tested subjects</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists</p> <p><b>Funding Sources:</b> - State Compensatory Education - \$1,100, - Title 1</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 8 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 8:</b> Provide technology and training to enhance instruction and increase student access to relevant learning experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Every student accesses and utilizes technology to redefine learning</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Specialist</p> <p><b>Funding Sources:</b> - State Compensatory Education - \$13,500, - Title 1 - \$6,800</p>   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 9 Details   | Formative Reviews |            |            |
| <p><b>Strategy 9:</b> Implement a more effective system for tracking, responding, and communicating student data from Renaissance 360, unit assessments, and benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear goals and action steps, data tracked and used to effectively increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p> <p><b>Funding Sources:</b> - Title 1 - 211.11.6399.00.107.30, - State Compensatory Education - \$3,700</p>                               | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 10 Details  | Formative Reviews |            |            |
| <p><b>Strategy 10:</b> Conduct an equity audit to identify systemic academic and behavioral gaps in students' learning experiences to create a responsive action plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced efforts to promote equity work in schools and the community</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist</p>   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 11 Details  | Formative Reviews |            |            |
| <p><b>Strategy 11:</b> Support the implementation of a One-Way Dual Language Program for campus bilingual learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Bilingual students across all grade-levels will increase student achievement data</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 12 Details  | Formative Reviews |            |            |
| <p><b>Strategy 12:</b> Utilize and support a campus SIT teacher to provide small group instruction in mathematics and reading to support Tier III interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on state assessments, unit tests, and district benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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



| Strategy 13 Details   | Formative Reviews |            |            |
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| <p><b>Strategy 13:</b> Use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor and respond to individual student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote and celebrate student progress with staff, students, and families</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders</p>             | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 14 Details   | Formative Reviews |            |            |
| <p><b>Strategy 14:</b> Improve parent communication to better monitor students' progress toward campus and student goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase scores on parental involvement surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 1:** Ensure a guaranteed and viable curriculum to increase student achievement for all student populations.

**Performance Objective 4:** Increase the number of students achieving "Meets" and "Masters" measure scores to improve the Student Achievement domain.

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Use GT Enrichment teacher in PLCs and professional development meetings to encourage specific and measurable strategies for differentiation in GT clustered classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will be aligned to the appropriate rigor levels to ensure instruction is taught at the appropriate level of specificity, student achievement data will increase, student growth in reading and math will increase by at least one year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Advanced Academics Team</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Allocate time within the master schedule to increase time for GT students to work on special projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 15% growth in advanced measures on all STAAR tests, increase opportunities for higher level thinking and problem solving</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Advanced Academic Team</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Provide higher-level thinking activities for identified GT and advanced students by providing differentiated support through a specialized curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on state assessments, unit tests, and district benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Advanced Academic Team</p>   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Track GT student data in all DDI meetings to ensure GT students are continuing to achieve growth, even if they are already meeting or mastering benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |

| Strategy 5 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 5:</b> Use PLC+protocols to improve vertical alignment and horizontal alignment for teacher clarity.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent expectations and learning experiences for students across grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist, and MCLs</p> <p><b>TEA Priorities:</b><br/>           Improve low-performing schools<br/>           - <b>ESF Levers:</b><br/>           Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br/>           - <b>Targeted Support Strategy</b></p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 1:** Ensure a guaranteed and viable curriculum to increase student achievement for all student populations.

**Performance Objective 5:** Provide training on guided math and effective literacy small group instruction to ensure teachers are equipped to design and implement differentiated lessons through small group instruction to meet the needs of all learners.

**High Priority**





**Evaluation Data Sources:** Increased student performance on state assessments, unit tests, and district benchmarks

**Goal 2:** Create and sustain a safe, supportive learning environment to increase a sense of belonging.

**Performance Objective 1:** Increase student attendance to 98% by promoting high expectations, providing student incentives and interventions.

**Evaluation Data Sources:** Middle of Year and end of year PEIMS reports

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Recognize when student attendance is at 98% and provide incentives.<br/> <b>Strategy's Expected Result/Impact:</b> Increased student attendance<br/> <b>Staff Responsible for Monitoring:</b> Principals, Attendance Clerk, Counselor</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Recognize teachers with perfect attendance each 3 weeks.<br/> <b>Strategy's Expected Result/Impact:</b> Increase attendance to 97%<br/> <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Secretary</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Provide clear expectations for the Parent Community Liaison (PCL) on roles and responsibilities to assist with increasing student attendance.<br/> <b>Strategy's Expected Result/Impact:</b> Student attendance will increase and systems will be in place for ongoing communication and response to student attendance<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal<br/><br/> <b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Support identified homeless students and provide counseling services and/or wraparound services to assist with social-emotional and academic success strategies.<br/> <b>Strategy's Expected Result/Impact:</b> 10% increase in attendance of homeless students, improved sense of well-being<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, SEL Specialist<br/><br/> <b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |

| Strategy 5 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <b>Strategy 5:</b> Evaluate the effectiveness of attendance intervention strategies to include personalized plans for students with excessive absences.<br><b>Strategy's Expected Result/Impact:</b> Increase student attendance to 97% and have individual plans in place for students with excessive absences<br><b>Staff Responsible for Monitoring:</b> Parent Community Liaison, Assistant Principal | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 6 Details  | Formative Reviews |            |            |
| <b>Strategy 6:</b> Provide extra duty pay for paraprofessionals and teachers to make phone calls or other supports for students with excessive absences.<br><b>Strategy's Expected Result/Impact:</b> Increase attendance rates<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 7 Details  | Formative Reviews |            |            |
| <b>Strategy 7:</b> Purchase instructional supplies and/or resources to be used during attendance make-ups.<br><b>Strategy's Expected Result/Impact:</b> Increased engagement during attendance make-ups.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialist   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue          |                   |            |            |







**Goal 2:** Create and sustain a safe, supportive learning environment to increase a sense of belonging.

**Performance Objective 2:** Monitor and evaluate the effectiveness of Tier 1 Level of Supports, such as Emergent Tree, CHAMPS, and Character Strong expectations to ensure effective classroom execution.

**Evaluation Data Sources:** ESF Surveys, lowered student discipline incidents





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Continue to implement and provide ongoing training on Positive Behavior Interventions and Supports (PBIS) and CHAMPS.<br/> <b>Strategy's Expected Result/Impact:</b> Decrease number of office referrals, decrease in the number of students assigned ISS/OSS placements, positive change in behavioral tiers, CHAMPS expectations posted in classrooms<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Deliver character-building lessons across all grade levels.<br/> <b>Strategy's Expected Result/Impact:</b> Guidance lessons lead to positive student behaviors and increased sense of student well-being<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>TEA Priorities:</b><br/>           Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>           Lever 3: Positive School Culture<br/> <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b><br/> <b>Funding Sources:</b> behavior staff - State Compensatory Education - \$109,484</p> | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Earn a No Place for Hate designation for the 2022-2023 school year to support the social-emotional learning needs of all students.<br/> <b>Strategy's Expected Result/Impact:</b> Build a learning community of inclusivity, respect, and equity<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Establish structures that facilitate collaboration amongst internal and external stakeholders.<br/> <b>Strategy's Expected Result/Impact:</b> Monthly "Coffee Chats" with parents and community members, Campus Decision Making Committee<br/> <b>Staff Responsible for Monitoring:</b> Assistant Principals, Teachers, Support Staff, Behavior Specialist</p>   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |

| Strategy 5 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 5:</b> Consult with student ambassadors to improve safety and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Empower students and staff to problem solve and work together, fostering and encouraging positive behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>   | Formative         |     |     |
|  | Jan               | May | May |
|  |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                   |     |     |

**Goal 2:** Create and sustain a safe, supportive learning environment to increase a sense of belonging.

**Performance Objective 3:** Provide ongoing bullying and drug awareness prevention guidance lessons including associated supports.





**Evaluation Data Sources:** Decreased number of bullying incidents, improve student well-being

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <b>Strategy 1:</b> Monitor the expansion of the Character Strong SEL Curriculum.<br><b>Strategy's Expected Result/Impact:</b> Decreased incidents of bullying and other behavioral incidents on campus<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, SEL Specialist and Counselor   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <b>Strategy 2:</b> Enforce the district policy to address any threats of bullying.<br><b>Strategy's Expected Result/Impact:</b> District guidelines for investigating bullying complaints will be followed, including parent and student communication, parents and students will feel comfortable reporting any bullying concerns<br><b>Staff Responsible for Monitoring:</b> Assistant Principals, Teachers | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue              |                   |            |            |

**Goal 2:** Create and sustain a safe, supportive learning environment to increase a sense of belonging.

**Performance Objective 4:** Increase student participation in extracurricular committees (i.e., fine arts, UIL teams).





**Evaluation Data Sources:** End of the year student surveys and teacher logs will show an increase in participation in fine arts, athletic clubs, and UIL teams

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Provide extracurricular opportunities for students.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in student participation by 10%<br/> <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, MCLs and Teachers</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Provide career education awareness to students through guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselor lesson plans will support career education will be used to measure impact<br/> <b>Staff Responsible for Monitoring:</b> Counselors</p>   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Expand health programs to students through the Wellness Committee.<br/> <b>Strategy's Expected Result/Impact:</b> Improve student wellness behaviors<br/> <b>Staff Responsible for Monitoring:</b> Physical Education Teachers, Nurse</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 2:** Create and sustain a safe, supportive learning environment to increase a sense of belonging.

**Performance Objective 5:** Reduce expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations by 25%.

**Evaluation Data Sources:** PEIMS data will reflect a decrease in the number of ISS, OSS, and disciplinary alternative education placements (DAEP) from 2022 to 2023 data.





| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Provide targeted support and coaching for teachers who need additional training for escalated behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> A 25% decrease in expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br/>- Targeted Support Strategy</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Continue to evaluate the effectiveness of wrap-around services provided to students receiving Tier 2 and Tier 3 behavioral supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receive services to support overall well-being</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services and Support, Principal, Assistant Principal, Counselor, SEL Specialist</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 2:** Create and sustain a safe, supportive learning environment to increase a sense of belonging.

**Performance Objective 6:** Provide a safe and secure learning environment.

**Evaluation Data Sources:** Parent Satisfaction Surveys, Student Focus Groups, Behavior Data, Climate Survey Data





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Utilize the campus safety response team to ensure the well-being of campus faculty, staff, and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of strategies to maintain a safe and secure campus, including keeping exterior doors and posting "okay" cards to guide lockdowns</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, SEL Specialist</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Ensure Standard Response Protocols (SRPs) are visible in every classroom and campus common areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety procedures will be communicated and followed by the campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Implement threat assessment team protocols to develop plans for students who may cause risk to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve campus safety</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Provide "Stop the Bleed" training for all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve campus safety</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, School Nurse</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |

| Strategy 5 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 5:</b> Create a strategic plan to improve campus culture, staff retention, and a sense of belonging and safety.<br><b>Strategy's Expected Result/Impact:</b> Teacher retention, improved perception data, collaborative culture<br><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 2:** Create and sustain a safe, supportive learning environment to increase a sense of belonging.

**Performance Objective 7:** Design transition activities for students entering DHE for the first time, incoming prekindergartens, and middle school for the new school year.

**Evaluation Data Sources:** 85% participation by incoming students and parents





| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Host a Pre-K/K Parent Workshop in May during Round-Up to increase awareness of our Pre-K/K program and provide parent strategies to assist students with mastery of state curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Survey will indicate positive responses</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Instructional Specialists, Teachers</p> <p><b>Funding Sources:</b> Various supplies for the activity night and parent involvement - Title I Parent Involvement</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Counselors will meet with prekindergarten parents in May and June to prepare students and parents for the upcoming school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Survey will indicate the meetings are helpful</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Teachers</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Collaborate with middle schools to create a transition plan for students transitioning to 6th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Transition plan</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |



**Goal 2:** Create and sustain a safe, supportive learning environment to increase a sense of belonging.

**Performance Objective 8:** Utilize and promote partnerships with mental health providers.





**Evaluation Data Sources:** Number of referrals made

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Make referrals as needed to Care Solace for students after obtaining parental permission.<br><b>Strategy's Expected Result/Impact:</b> Students receiving mental health services outside of the school setting<br><b>Staff Responsible for Monitoring:</b> Counselor  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Promote the use of Care Solace to provide online case management and timely access to mental health support for students and staff.<br><b>Strategy's Expected Result/Impact:</b> Increased student and staff engagement and attendance<br><b>Staff Responsible for Monitoring:</b> Counselor  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Promote the use of a Licensed Professional Counselor (LPC) as a partnership with WISD.<br><b>Strategy's Expected Result/Impact:</b> Increased student and staff engagement and attendance<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 2:** Create and sustain a safe, supportive learning environment to increase a sense of belonging.

**Performance Objective 9:** Use Character Strong curriculum for students' Social Emotional Learning (SEL).

**Evaluation Data Sources:** Improve the perceptions and learning experiences of students at DHES.





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Provide training and support for teachers as they use Character Strong lessons.<br><b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan and implement SEL lessons<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor and SEL Specialist  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 3:** Recruit, develop, and retain high-quality teachers and staff in order to increase the percentage of teachers with more than 5 years of teaching experience.

**Performance Objective 1:** The campus will expand the partnership with Public Impact's "Opportunity Culture" framework so that within 3 years at least 75% of students will be assigned to teachers who have produced high learning growth in all 4 core subjects.

**Evaluation Data Sources:** Student achievement data, student enrollment records

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Use the Opportunity Culture School Design Team to establish a three-year plan for sustainable funding and rework schedules to ensure that teacher leaders have protected time for co-planning and coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain 90% of staff, 90% favorable responses on district and/or campus climate surveys, 75% of students respond favorably, TCAs &amp; DDI will support a school that's on track to having 30% or higher of its students scoring in the Meets category on state reading and math assessments, 90% of students make at least one years' growth or more from BOY to EOY based on district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Implement selection criteria for all OC roles and include critical selection competencies. (includes MCL selection)</p> <p><b>Strategy's Expected Result/Impact:</b> Retain 90% of staff, 90% favorable responses on district and/or campus climate surveys, 75% of students respond favorably, TCAs &amp; DDI will support a school that's on track to having 30% or higher of its students scoring in the Meets category on state reading and math assessments, 90% of students make at least one years' growth or more from BOY to EOY based on district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |





| Strategy 3 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 3:</b> Develop leadership capacity of Multi-Classroom Leaders (coaching, co-teaching, modeling, planning, and analyzing data).<br/> <b>Strategy's Expected Result/Impact:</b> Retain 90% of staff, 90% favorable responses on district and/or campus climate surveys, 75% of students respond favorably, TCAs &amp; DDI will support a school that's on track to having 30% or higher of its students scoring in the Meets category on state reading and math assessments, 90% of students make at least one years' growth or more from BOY to EOY based on district assessments<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists</p> <p><b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Improve low-performing schools<br/> - <b>ESF Levers:</b><br/> Lever 5: Effective Instruction<br/> <b>Funding Sources:</b> - Title 1 - \$32,000</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Refine hiring and staffing processes to ensure teacher placements in grades without MCL Teams are strategic and based on student needs and teacher strengths.<br/> <b>Strategy's Expected Result/Impact:</b> Staff/ teachers will feel more confident in campus roles, teachers will be prepared for their work because of their experience; increase in student achievement<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists</p> <p><b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br/> - <b>ESF Levers:</b><br/> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 3:** Recruit, develop, and retain high-quality teachers and staff in order to increase the percentage of teachers with more than 5 years of teaching experience.

**Performance Objective 2:** The campus will improve its processes for recruiting and retaining highly qualified staff.

**High Priority**





**Evaluation Data Sources:** Job Fair Documentation, Recruiting Materials, Teacher Focus Group Data, Survey Data

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Create recruiting materials that highlight the campus mission and vision statements, potential TIA bonuses, and Opportunity Culture stipends. The materials will showcase opportunities for involvement in community outreach programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit highly qualified teachers who align with the school's mission and vision</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Counselors</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools<br/>-</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Attend job fairs to recruit highly qualified teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Staffing rosters will be 95% complete by July 1, 2024</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>-</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Audit, evaluate, and revise new and novice teacher support systems.</p> <p><b>Strategy's Expected Result/Impact:</b> New teacher will have successful student learning outcomes and return the following school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 3:** Recruit, develop, and retain high-quality teachers and staff in order to increase the percentage of teachers with more than 5 years of teaching experience.

**Performance Objective 3:** Increase campus staff retention of experienced teachers.

**Evaluation Data Sources:** Principal, Assistant Principal and Instructional Specialist





| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Leadership team members will attend targeted professional development to increase effective leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in staff satisfaction on employee survey, increase passing rate of STAAR scores to at least 75% in index one</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team</p> <p><b>Funding Sources:</b> - Title 1 - 211.23.6411.00.107.30.00 - \$5,000</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Survey staff about professional development needs. Analyze T-TESS and walk-through data for trends to plan professional development and meet the needs of teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in staff retention, increase passing rate of STAAR scores to at least 75%</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Specialist</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Provide staff development on T-TESS appraisal system to clarify rating categories of distinguished, accomplished, proficient, developing, and improvement needed.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in staff retention, increase of passing rate of STAAR scores to at least 75%</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Use the "Peppy People" Committee to organize monthly staff climate activities such as potluck lunches, spirit days, and birthday recognitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve campus climate surveys</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 4:** Build capacity for school leadership.

**Performance Objective 1:** Develop a strategic coaching plan using the Action Coaching Framework for leaders, teachers, and staff.

**Evaluation Data Sources:** Coaching Scripts, Calendars, Student Achievement Data

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Provide differentiated teacher support using the Action Coaching framework, district resources, and job-embedded professional learning experiences to increase instructional effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback culture, 80% proficient instructional planning and lesson delivery (T-TESS Dimensions 1 and 2)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Implement Schoolmint to monitor and respond to teacher and leader action steps.</p> <p><b>Strategy's Expected Result/Impact:</b> A culture of growth through continuous feedback will be established, action steps trackers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>                                      | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Develop a well-aligned leadership team with teacher leaders who support effective instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Common language, calibrated walks, increased attendance, improved perception data</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |





| Strategy 4 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 4:</b> Develop systems for the campus leadership team to track and respond to campus-level data related to data-driven instruction and action coaching.<br><b>Strategy's Expected Result/Impact:</b> Increased student achievement and increased observation and feedback resulting in improved Tier I instruction<br><b>Staff Responsible for Monitoring:</b> Principal Supervisor, Principal<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <b>Strategy 5:</b> Prioritize professional learning opportunities for campus leaders (i.e., conferences, book studies, learning walks).<br><b>Strategy's Expected Result/Impact:</b> Leaders develop in-depth leadership skills in racial equity, problem-solving, social-emotional learning, and behavior<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 6 Details   | Formative Reviews |            |            |
| <b>Strategy 6:</b> Gather evidence of practice through frequent observation and provide concrete feedback to teachers and teams.<br><b>Strategy's Expected Result/Impact:</b> Trackers, walk-through, observation data<br><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Instructional Specialist and MCLs   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> |                   |            |            |



**Goal 4:** Build capacity for school leadership.

**Performance Objective 2:** Instructional Specialists and teacher leaders will refine data-driven instructional practices to ensure effective reteach plans across all grade levels.





**Evaluation Data Sources:** Renaissance 360 screeners, state assessment data, district common assessment data, effective reteach plans

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Review disaggregated data to track and monitor the progress of all students prioritizing students with disabilities and English Learners (ELs) among other student groups to provide evidence-based feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of students will sustain or increase their reading and math scores from beginning of year to middle of year on the diagnostic screener (Renaissance)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Establish structures that facilitate consistent collaborative teacher and leader planning and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC agendas, aligned lessons</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Multi-Classroom Leaders</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 4:** Build capacity for school leadership.

**Performance Objective 3:** Create ongoing leadership opportunities for aspiring school leaders.





**Evaluation Data Sources:** Teacher and leadership clarity

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Identify and promote campus leaders to engage in the district's Aspiring School Leaders program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the pipeline of prepared MCLs, assistant principals, instructional specialists, principals</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Executive Director of Professional Development</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Provide teachers and leaders job-embedded opportunities to learn and practice new skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher engagement in decision-making, planning, and problem-solving</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 5:** Evaluate, develop, and/or refine campus processes and systems.

**Performance Objective 1:** Establish and promote a clear campus instructional framework for planning, effective delivery of instruction, and classroom management.

**Evaluation Data Sources:** Planning protocols, classroom management plans

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Protect instructional time for consistent collaborative planning for teachers and teams.<br><b>Strategy's Expected Result/Impact:</b> Agendas, common academic language and expectations<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Conduct BOY, MOY, and EOY equity audits to improve systems, processes, and procedures.<br><b>Strategy's Expected Result/Impact:</b> Equitable student outcomes<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |





**Goal 5:** Evaluate, develop, and/or refine campus processes and systems.

**Performance Objective 2:** Implement data-driven instructional processes into lesson planning cycles so that teachers analyze weekly formative assessment tasks for student mastery and make adjustments to lesson plans each week based on this data.

**Goal 5:** Evaluate, develop, and/or refine campus processes and systems.

**Performance Objective 3:** Improve expectations and efficiency in common areas (arrival, dismissal, cafeteria, hallways, etc) to improve safety.





**Evaluation Data Sources:** Student and staff safety, decreased number of campus incidents, written safety plans

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Revise arrival and dismissal procedures to ensure safety of staff and students and improve efficiency.<br><b>Strategy's Expected Result/Impact:</b> Reduced wait time at arrival and dismissal for the parents<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teacher Leaders   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 5:** Evaluate, develop, and/or refine campus processes and systems.

**Performance Objective 4:** Ensure an active Attendance Review Committee (ARC) meets monthly.

**Evaluation Data Sources:** Plan proactive measures for increasing attendance and identify students that are chronically absent





| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Develop a plan to identify and monitor students who are chronically absent, identify the root causes of absenteeism and develop an individualized plan for each student with chronic absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of students who are chronically absent</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor, PEIMS Specialist</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Ensure the campus implements an attendance campaign including a slogan for 2022-2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Create proactive measures and incentives for students to come to school</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor, PEIMS Specialist</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Track student attendance data and review data with teachers at monthly meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased focus on student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, PEIMS Specialist</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 6:** Engage family and the community to support student achievement and achieve campus goals.

**Performance Objective 1:** Increase opportunities for family engagement at the campus level.

**Evaluation Data Sources:** Sign-In Sheets, Parent Involvement Survey Data

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Use ESSER III funding to support family engagement activities such as "make and take" activities with a focus on literacy, science, mathematics, and technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased family engagement opportunities at the campus level, increased parental involvement counts</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Coordinate, promote, and connect families with district and campus-wide family engagement activities to cultivate authentic relationships and produce positive academic, social, and emotional results for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased family engagement with campus and community to improve student outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services and Support, Executive Director of Student Support</p> | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Conduct parent workshops with guest speakers to explore strategies to assist students with mastery of the state curriculum with a priority focus on groups such as ELs, special education, homeless, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiated support for diverse learners</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Principal</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Conduct audits on community partnerships to revise and strengthen partnerships to improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthened community partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Parental Involvement Liaison</p>   | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 5 Details  | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> Assist parents in understanding the state's achievement standards, state and district assessments, annual yearly progress, and effective monitoring of their child's academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas, increased parental involvement and knowledge of standards</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Parental Involvement Liaison</p>  | <b>Formative</b>  |            |            |
|   | <b>Jan</b>        | <b>May</b> | <b>May</b> |
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| Strategy 6 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 6:</b> Ensure effective communication with parents in the family's native language.</p> <p><b>Strategy's Expected Result/Impact:</b> Published a monthly newsletter, maintained participation records for parental involvement activities, solicited parent input on creating educational involvement programs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Parental Involvement Liaison</p>                                     | Formative         |     |     |
|  | Jan               | May | May |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |



**Goal 6:** Engage family and the community to support student achievement and achieve campus goals.

**Performance Objective 2:** Collaborate with parents, community members, staff, students, and business partners to achieve campus goals.

**Evaluation Data Sources:** Records of Engagement Activities, Community Newsletters, Social Media Engagement, Focus Groups

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Invite parents, community members, business partners, staff, and students to engage with the district by attending and/or participating in strategic planning.<br><b>Strategy's Expected Result/Impact:</b> Build relationships and trust with all key stakeholders<br><b>Staff Responsible for Monitoring:</b> Executive Director of Communications  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Communicate the campus's key priorities for 2022-2023 including but not limited to increased academic interventions, literacy initiatives, and social-emotional learning activities.<br><b>Strategy's Expected Result/Impact:</b> Increased knowledge of campus focus areas<br><b>Staff Responsible for Monitoring:</b> Principal   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Promote monthly newsletters to share campus information with parents and external stakeholders and post the newsletter on the campus website.<br><b>Strategy's Expected Result/Impact:</b> Increased number of monthly newsletter views<br><b>Staff Responsible for Monitoring:</b> Principal   | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <b>Strategy 4:</b> Recognize community partners who share and support the campus's values to promote diversity and race equity.<br><b>Strategy's Expected Result/Impact:</b> Increased number of partners recognized in various formats including board meeting recognition, special ceremonies, and social media posts<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Parental Involvement Liaison | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <b>Strategy 5:</b> Begin the process to establish a Parent Teacher Association (PTA).<br><b>Strategy's Expected Result/Impact:</b> Established PTA by May 2023<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Campus Parental Involvement Liaison  | <b>Formative</b>  |            |            |
|  | <b>Jan</b>        | <b>May</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue                                 |                   |            |            |