

**Waco Independent School District**  
**Parkdale Elementary School**  
**2023-2024 Improvement Plan**



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# Goals

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 1:** Strengthen Tier 1 support for students in grades 3-5 to increase Meets performance in reading from 34% to 44% and in math 3-5 from 21% to 46%.

**High Priority**





**Evaluation Data Sources:** STAAR Results, A-F Rating, DDI process in PLC, TCA and DBA, Mock STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monitor and provide feedback on lesson planning and classroom instruction by campus leaders to ensure that instruction and assessments are aligned.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in "Meets" level scores unit assessments, DBA and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Principal, Assistant Principal</p> <p><b>Funding Sources:</b> Instructional Aide - State Compensatory Education</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement PLC+ to provide opportunities for grade level teams to plan effective instruction and analyze data to make instructional adjustments to improve student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Allows for backwards design, lesson alignment, PD support for teachers through modeling of lesson execution, and implementation of DDI Process.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, MCLs, AP, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Plan and implement Data Driven Instruction (DDI) practices to ensure multi-classroom leaders, instructional specialist and campus administrators are available to assist teachers in using data to make instructional adjustments to increase student mastery of key skills for the grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> DDI training for administrators, instructional specialist, multi-classroom leaders in K-2 and 3-5, and team leads in grades K-5, with a focus on backwards design with Know and Shows, teacher exemplars, lesson objectives, success criteria, and data meetings to examine student performance on standards and plans for reteaching</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement student data conferences in which students in 3rd-5th grade will have one-on-one data meetings with core teachers following unit and district assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reflect and monitor their own progress and collaborate with the teacher on a plan for improvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use the DDI Process with core teachers within a week following unit and district assessments during PLC to determine reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will identify conceptual and procedural misunderstandings to develop a specific reteach plan, feedback, and coaching support will be provided based on the effectiveness of the data meeting</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist and Multi-Classroom Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, 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> Continue job-embedded professional learning through action coaching utilizing campus administrators, the instructional specialist and MCLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify action steps and create PD plans for individual teachers and teams to increase the capacity of staff input</p> <p><b>Staff Responsible for Monitoring:</b> MCL's, IS, AP, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide opportunities for teachers to participate in learning walks to improve a problem of practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Build collegiality and teacher capacity with a focus on improving and learning best practices</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, IS, AP, Principal, and teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Conduct ILT instructional and classroom management calibration walks.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of lesson plans, identify patterns and trends, and guide individualized learning plans</p> <p><b>Staff Responsible for Monitoring:</b> MCL's, IS, Behavior Specialist, CHAMPS coaches, AP, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide the Instructional Specialist the opportunity to work with multi-classroom leaders and teachers to identify and support at-risk students in all subject areas, coordinate with the Library Media Specialist in order to integrate technology to support blended learning, and provide instructional support to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk students will show academic progress and utilize technology daily; teachers will receive instructional support</p> <p><b>Staff Responsible for Monitoring:</b> IS, MCLs, Library Media Specialist, AP, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Salary - Title 1 - \$75,547, Salary - State Compensatory Education - \$75,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide summer planning for MCLs and IS to prepare core area teachers prior to the beginning of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Construct MCL and MTRT frameworks with IS and revise lesson plan framework and expectations, outline lesson formative assessments expectations, and exemplar expectations that align to the rigor of the standard</p> <p><b>Staff Responsible for Monitoring:</b> IS, MCLs, AP, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> EDR's for teacher - Title 1 - \$12,000, EDR's for summer planning - American Rescue Plan (ARP/ESSER III) - \$800</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide one planning day for each core area each six weeks period.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will create lesson objectives, formative assessments, and exemplars that align to the rigor of the standard</p> <p><b>Staff Responsible for Monitoring:</b> IS, MCLs, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> School Substitutes Needed - State Compensatory Education</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Implement literacy plan with district coaching to deepen teacher knowledge about guided reading and instructional reading resources to improve the percentage of students on grade level in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of best practices in guided reading small group instruction using Fountas and Pinnell</p> <p><b>Staff Responsible for Monitoring:</b> IS, Reading MCLs, Teachers, District Reading Recovery Lead Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** Increase student achievement for all student populations.

**Performance Objective 2:** Increase academic success of special education students in grades 3-5 who score at the "Meets" level on STAAR from 9% to 23% in math and 7% to 19% in Reading by June 2024.

**Evaluation Data Sources:** District based assessments, unit assessments, class grades, Renaissance

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase differentiated instruction based on the conceptual and procedural student misconceptions as evidenced by student work samples.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of differentiation specific to student needs in lesson plan and instructional delivery</p> <p><b>Staff Responsible for Monitoring:</b> IS, MCLs, SPED team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, 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> Explore models of co-teach with general ed and SPED teachers/paraprofessionals to determine effective approach of co-teach model.</p> <p><b>Strategy's Expected Result/Impact:</b> Routine tailored instructional delivery methods to meet the unique needs of students receiving special education services within the classroom</p> <p><b>Staff Responsible for Monitoring:</b> IS, SPED teacher, AP, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, 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> Provide professional development on best strategies for differentiating instruction for special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance for students receiving special education services</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teacher, IS, MCLs</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>



**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

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



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 2:** Ensure student growth by providing intervention and enrichment opportunities that engage and inspire all students.

**Performance Objective 1:** Increase the percentage of students meeting or exceeding expected academic growth will be maintained at 84% in Reading and 83% in Math by June 2023.

**Evaluation Data Sources:** STAAR, DBA Data, Interim Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop reteach plans with core teachers based on conceptual misunderstandings as evidence by student work samples and monitor progress using formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Approximately 80% of students will meet or exceed growth goals, reteach plans</p> <p><b>Staff Responsible for Monitoring:</b> IS, MCL's, Teachers, AP, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> 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> Monitor ongoing progress of student growth of GT students in the "Meets" and "Masters" categories.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional observation and feedback conversations with core teachers and GT enrichment teacher based on enrichment lessons and student progress</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, IS, GT teachers, AP, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure student growth by providing intervention and enrichment opportunities that engage and inspire all students.





**Performance Objective 2:** Increase student growth 10% through intervention opportunities that engage and inspire all students.

**Evaluation Data Sources:** Student Achievement Data, STAAR results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize the intervention teachers and paraprofessional to support Tier 2 and Tier 3 students identified as performing below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase expected percentage of students in approaches and growth in math/reading; increase students' Lexile levels as assessed on Star Renaissance Reading in order to increase the number of students performing on grade level</p> <p><b>Staff Responsible for Monitoring:</b> Reading Recovery teacher, SIT teachers, SIT paraprofessional, IS, MCL's</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Salaries for 2 SIT Teachers and 1 SIT Paraprofessional - State Compensatory Education - \$158,009, Salary for SIT Paraprofessional - Title 1 - \$29,117</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize Iready Pathways and other technology instructional programs to supplement instruction and support the reinforcement of priority TEKS for Tier 2 and Tier 3 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Resources to be utilized in classrooms and tutoring sessions, reading/math intervention small groups, and instructional aide pullouts; overall impact will be improvement of reading/math DBA and STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> MCL's, IS, Rtl coordinator, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> EDR's, Instructional materials - Title 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide after school tutorials and Saturday tutorials for targeted students to participate in engaging activities that target high priority standards for student mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement scores in reading and math</p> <p><b>Staff Responsible for Monitoring:</b> Core teachers, paraprofessionals, IS, MCL's, PEIMS clerk, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional materials and EDR's for teachers - American Rescue Plan (ARP/ESSER III) - \$24,276, Instructional Materials - American Rescue Plan (ARP/ESSER III) - \$27,508</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide evidence-based intervention practices with small group instruction, hands-on opportunities, and technology to increase student performance in Math and Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Development of intervention plans, based on level of expected student growth on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> IS, MCL's, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide ongoing training and implementation of small group instruction by literacy aides that focus on the five components of reading by attending district reading training and Lexia professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge and skills resulting in improved reading instruction and achievement scores</p> <p><b>Staff Responsible for Monitoring:</b> Core teachers, IS, and AP</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> 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> Ensure 100% of K-3 reading teachers participate in Reading Academy as required by HB3.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge and skills of first and second grade teachers in the science of reading</p> <p><b>Staff Responsible for Monitoring:</b> K-3 Reading teachers, IS, AP</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Analyze Renaissance BOY, MOY, and EOY data to identify students needing interventions and develop plans based on areas of deficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement for students identified in an intervention group</p> <p><b>Staff Responsible for Monitoring:</b> Instructional specialists, AP, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide transportation for after-school tutorials and Saturday tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students who can attend after school and Saturday tutorial sessions</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, IS, Campus Secretary</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Transportation for students - American Rescue Plan (ARP/ESSER III) - \$8,906</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Review, construct, implement, and document the district Student Assistance Team (SAT) and Response to Intervention (RTI) process to allow for at-risk students to receive timely interventions and accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> All tier students will have active RTI plans, progress monitoring, and receive documented services</p> <p><b>Staff Responsible for Monitoring:</b> Core teacher, RTI coordinator, RR and SIT teachers/aide, IS, AP, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Utilize the student assistance team (SAT) to coordinate meetings, construct plans, and progress monitor at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 2 and Tier 3 will receive targeted instruction that results in students making academic progress</p> <p><b>Staff Responsible for Monitoring:</b> RTI coordinator, core teachers, SIT teachers/aide, AP, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide field trips for all grade levels to experience grade level standards through relevant and meaningful ways.</p> <p><b>Strategy's Expected Result/Impact:</b> Give students learning experience based on TEKS outside of the classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, grade level leads, campus secretary, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Travel Costs - American Rescue Plan (ARP/ESSER III) - \$10,000</p>	<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 3:** Create a safe and supportive environment that advances the learning for every student.

**Performance Objective 1:** Increase the overall social, emotional, and learning climate as noted on the Panorama Survey from 45% to 65%.





**Evaluation Data Sources:** ESF Surveys, campus survey, parental involvement and participation rates

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to implement and provide continuous training on Positive Behavior Interventions and Supports (PBIS), Groundworks Training, and Check In/Check Out (CICO) as interventions and strategies for improving behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease referrals, improve classroom management and positive change in behavior tiers</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Specialist, CHAMPS coaches, Counselors, AP</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Salary for behavior paraprofessional - State Compensatory Education - \$29,370</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement Character Strong education and provide rich and meaningful character-building experiences for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily morning meetings with targeted character-building and monthly character education lessons led by the counselors; student demonstrate self-awareness</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, core teachers, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> 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> Recognize students with "Pawsitive" behavior or exemplifying PRIDE. Students will be recognized in the classroom, on campus announcements, and posted on Parkdale Facebook.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive student outcomes as a result of exemplifying positive campus behavior traits with the goal of long-term improvement in attitude and academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Behavior Specialist, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> 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> Enforce district policy to address the threat of bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will feel safe reporting bullying concerns to campus administration and also utilize the Stop-It platform; bullying investigations to be completed according to district guidelines</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Behavior Specialist, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Improve culture to create a sense of inclusivity and belonging for students and staff by having celebrations to recognize both student and staff success.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Panorama survey results for belonging for teachers/staff from 58% to 68% and increase students being glad to come to school from 65% to 75%. Develop a system for tracking and responding to bullying reports; improve relationships, attitudes, and perception of school climate for teachers and staff using the Safe and Civil Schools Climate Survey.</p> <p><b>Staff Responsible for Monitoring:</b> All Faculty and Staff, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>







Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide training, coaching and technology tools to support teachers and staff in implementing tiered behavioral intervention programs and behavior support plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in need of behavior supports will have an active plan in Branching Minds with evidence that includes accurately tiered students, active behavior plans, and each student will have up-to-date progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Behavior Specialist, Behavior Team, Counselors, AP, and Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Create a behavior team that will examine Fast Form data to determine classroom behavior trends to increase implementation of proactive behavior mechanisms.</p> <p><b>Strategy's Expected Result/Impact:</b> Opportunity to support teachers by providing proactive behavior strategies</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Team, Counselors, Behavior Specialist, AP, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Continue No Place for Hate to support social emotional learning for all students and maintain distinction.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a safe social emotional learning environment for all students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Implement the Emergent Tree Behavior Screener to develop and implement student intervention plans as well as campus tier 1 plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze screener data and use specific criteria to identify student who need specialized behavioral support</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Specialist, AP, and Principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</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 3:** Create a safe and supportive environment that advances the learning for every student.

**Performance Objective 2:** Increase the safety climate survey percentage for students (66% to 76%), teachers (91% to 96%), and parents (75% to 85%) to ensure a safe facility by June 2023.

**Evaluation Data Sources:** Safe and Civil Schools Climate Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create a plan to outline the roles and responsibilities of the campus threat assessment team.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure threat assessment investigation is conducted to mitigate threats to student safety</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Behavior Specialist, AP, and Principal</p> <p><b>ESF Levers:</b> 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 campus Emergency Operations Plan is in compliance with the district and State of Texas legislative requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is in compliance with district and state requirements and outlines campus safety measures</p> <p><b>Staff Responsible for Monitoring:</b> AP and Principal</p> <p><b>ESF Levers:</b> 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> Collaborate with maintenance department to audit the safety of the building.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment and recommendation summary to improve safety</p> <p><b>Staff Responsible for Monitoring:</b> Custodians, Director of Maintenance, AP, and Principal</p> <p><b>ESF Levers:</b> 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:** Recruit, support and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

**Performance Objective 1:** Implement effective practices for recruiting, developing, and retaining highly qualified personnel.

**Evaluation Data Sources:** Teacher Turnover Data, Number of Teachers recruited, teacher satisfaction survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish an onsite New Teacher Academy to provide intentional support and learning opportunities based on specific needs, patterns, and trends.</p> <p><b>Strategy's Expected Result/Impact:</b> First-year teachers will progress instructionally and return to Parkdale after their first year</p> <p><b>Staff Responsible for Monitoring:</b> Mentor teachers, IS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement grade level buddy teachers for new teachers to help familiarize them with campus processes and procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Build collegiality with new personnel and assist in acclimating first-year teachers to campus processes (August); this will lead to increased retention rate for all new employees and an increase of positive comments on year-end surveys from first-year teachers and teachers new to Parkdale</p> <p><b>Staff Responsible for Monitoring:</b> IS, MCL's, AP, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> 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> Teachers new to the campus will be offered a grade level mentor to provide support throughout the school year on the knowledge of grade-level TEKS and appropriate instructional strategies based on age-appropriate developmental stages.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide instruction to their students based on the appropriate TEKS level</p> <p><b>Staff Responsible for Monitoring:</b> New Teacher Mentor Coordinator, IS</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase frequency of observation and feedback cycles for novice staff.  <b>Strategy's Expected Result/Impact:</b> New staff will receive clear feedback, job embedded professional development and follow up to improve instructional practices  <b>Staff Responsible for Monitoring:</b> IS, MCL's, AP, and Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue to implement teacher appreciation activities and events throughout the year. Events will include monthly food trucks, holiday meals, and posting of monthly birthday photos. Teachers will also be recognized during Teacher Appreciation Week.  <b>Strategy's Expected Result/Impact:</b> Teachers will become an integral part of the school community and new teacher retention will increase.  <b>Staff Responsible for Monitoring:</b> Campus Secretary, Counselors, Sunshine Committee, AP, and Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Attend local or virtual job fairs to recruit highly qualified teachers.  <b>Strategy's Expected Result/Impact:</b> Meet and set up interviews to recruit new highly qualified teachers in an effort to ultimately decrease teacher attrition (February-June)  <b>Staff Responsible for Monitoring:</b> IS, OC Team, AP, and Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Conduct periodic surveys to gather teacher input on procedures and practices and a final end of year survey of overall satisfaction and suggestions for change.  <b>Strategy's Expected Result/Impact:</b> Teachers will have a voice in procedures and practices throughout the campus  <b>Staff Responsible for Monitoring:</b> IS, AP, and Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Conduct "Stay Interviews" to evaluate overall job performance satisfaction and to solicit feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify strategies to retain staff and remove barriers</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, AP, and Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Communicate through a weekly message, including upcoming events, campus and/or district information, inspirational video or research article, faculty meetings, and PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will become an integral part of the school community and new teacher retention will increase</p> <p><b>Staff Responsible for Monitoring:</b> IS, Counselors, AP, and Principal</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Recruit, support and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience.

**Performance Objective 2:** Design and implement professional development to support teacher growth and student achievement (CHAMPS/Groundworks, Lesson Plan Training, DDI Training, and Accountability Training).

**Evaluation Data Sources:** Professional Development Plan, PD Google Forms

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue professional development through Action Coaching to increase the effectiveness of observation and feedback.  <b>Strategy's Expected Result/Impact:</b> Observation and feedback schedules including coaching to provide instructional support for teachers  <b>Staff Responsible for Monitoring:</b> IS, MCL's, MTRT, AP, and Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure 100% of K-3 reading teachers and principal complete the Reading Academy or have begun implementation by June of 2024 as outlined in HB 3 by the 86th Texas Legislature, 2019.  <b>Strategy's Expected Result/Impact:</b> Teachers, IS, and Administrators will have increased knowledge and skills in the science of reading instruction.  <b>Staff Responsible for Monitoring:</b> AP and Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure campus instructional leadership attend Data Driven Instruction (DDI) training to support effective data analysis processes on campus.  <b>Strategy's Expected Result/Impact:</b> Support teachers in planning lessons to close student gaps</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

**Staff Responsible for Monitoring:** Grade level leads, IS, MCL's, MTRT's, AP, and Principal

**ESF Levers:**

Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue



**Goal 5:** Engage, inform, and build trust with students, staff, parents, and community.





**Performance Objective 1:** Implement internal and external communication systems that engage, inform, build trust, and develop partnerships with students, staff, parents, and community that focus on attendance and the importance of graduation.

**Evaluation Data Sources:** Communication documents, parent engagement data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct parent involvement activities throughout the year, including Open House, monthly grade level performances, Title 1 Parent Compact Review, Title 1 Parent Involvement Policy/Plan, Meet the Teacher, Six weeks celebrations for Perfect Attendance, A and AB Honor Roll, Math/Reading/Science Nights, and End of Year Celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved collaboration between parents and campus to support student success</p> <p><b>Staff Responsible for Monitoring:</b> Specials Teachers, Classroom Teachers, Events Committee, Counselors, AP, and Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Refreshments - American Rescue Plan (ARP/ESSER III) - \$6,000, Materials and supplies - American Rescue Plan (ARP/ESSER III) - \$6,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize CNS to provide food and snacks for families who attend activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent attendance with nutrition, child care, and activities scheduled during meal times</p> <p><b>Staff Responsible for Monitoring:</b> AP and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Food and snacks for Parent Involvement Activities - American Rescue Plan (ARP/ESSER III) - \$3,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure all communication regarding parent involvement opportunities are in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Diverse representation at school events</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> EDR's for Spanish-speaking paraprofessionals - American Rescue Plan (ARP/ESSER III) - \$3,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Ensure that there will be someone to provide Spanish translation at campus activity nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase opportunities and participation for Spanish-speaking families and improve communication between home and school and school and home</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual department, Campus Secretary, Campus ESL Teachers, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use district technology resources to communicate with parents through voice, text, and email in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness of events at Parkdale Elementary</p> <p><b>Staff Responsible for Monitoring:</b> AP and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Create a parent resource center focusing on academic connection to home to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on district and state assessments and an increase in parent and family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Library Media Specialist and IS</p> <p><b>Funding Sources:</b> Supplies and Manipulatives - Title 1, Books - Title 1 - \$25,000, Refreshments - Title 1</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Use social media platform (Facebook and School website) to keep parents consistently informed by spotlighting learning and campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> Frequent communication using a variety of modes, updated digital platforms</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, Library Media Specialist, IS, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Continue Panther PawPrints newsletter to communicate with families and community about campus activities, district/campus calendar, social emotional strategies, at home instructional practices, and/or behavior data.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly family engagement opportunities</p> <p><b>Staff Responsible for Monitoring:</b> AP and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide a minimum of 3 opportunities during the year for campus administration to receive feedback from various stakeholders through surveys, one-on-one discussions and group forums. (staff, students, parents)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase stakeholder knowledge of campus goals and provide feedback</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, AP, and Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Food for Parent Engagement Events - American Rescue Plan (ARP/ESSER III) - \$2,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Purchase and utilize Thursday and Homework folders as a parent resource focusing on academic connection at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of student academic performance and instructional activities</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, Core Teachers, IS, AP, and Principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Planners - Title I Parent Involvement - \$2,386</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 5:** Engage, inform, and build trust with students, staff, parents, and community.

**Performance Objective 2:** Increase overall student attendance from 93.63% to 97% by June 2024.

**Evaluation Data Sources:** Campus percentage of attendance

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Purchase instructional supplies to be used during attendance make-up days.  <b>Strategy's Expected Result/Impact:</b> Increased engagement during make-up days  <b>Staff Responsible for Monitoring:</b> Campus Secretary, PEIMS clerk, IS, AP, and Principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Funding Sources:</b> Instructional Supplies - American Rescue Plan (ARP/ESSER III) - \$9,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborate with Parent Community Liaison (PCL) on outlining clear expectations for increasing student attendance.  <b>Strategy's Expected Result/Impact:</b> Student attendance will increase; systems will be in place for ongoing communication and the response to student attendance  <b>Staff Responsible for Monitoring:</b> PEIMS clerk, PLC, Counselor AP, and Principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            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> Recognize classes with 97% attendance weekly, at the end of each 6 weeks and throughout the school year and individual students with perfect attendance through the use of certificates, books, and other instructional rewards to emphasize the importance of staying in school.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance with improve to 97%</p> <p><b>Staff Responsible for Monitoring:</b> Campus secretary, teachers, PEIMS clerk, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Attendance Instructional Rewards - American Rescue Plan (ARP/ESSER III) - \$9,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize professional and paraprofessional staff for Saturday School attendance make-up days.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the amount of students exceeding semester absences and reduce the amount of students with chronic absences</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS clerk, Campus Secretary, Counselor, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Create and implement at attendance review committee (ARC) to monitor attendance, and develop intervention plans for students with chronic absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance rates and reduce the number of students with chronic absences</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS clerk, ARC Committee Members, Counselor, AP, and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Hold parent meetings to discuss importance of attendance for parents of students at risk of losing credit due to excessive absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance rates and reduce the number of students with chronic absences</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS clerk, ARC Committee Members, PCL, Counselor, AP, and Principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies and snacks - Title I Parent Involvement</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 5:** Engage, inform, and build trust with students, staff, parents, and community.

**Performance Objective 3:** Develop campus graduation campaign that focuses on the importance of completing high school.

**High Priority**

**Evaluation Data Sources:** PK-5 graduation years

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Communicate and celebrate each student's graduation year through the use of hallway banners.  <b>Strategy's Expected Result/Impact:</b> Develop common language and excitement about graduation  <b>Staff Responsible for Monitoring:</b> Counselors, AP, and Principal</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            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> Promote college awareness through having students and staff wear college shirts and highlight a different college on morning announcements each Thursday.  <b>Strategy's Expected Result/Impact:</b> Students will become aware of colleges available to them  <b>Staff Responsible for Monitoring:</b> Faculty and staff, AP, and Principal</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            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> Promote college awareness to 5th grade students by providing field trips to visit Baylor, MCC, or TSTC.  <b>Strategy's Expected Result/Impact:</b> Exposure to local higher education institutions  <b>Staff Responsible for Monitoring:</b> 5th grade faculty, Counselors, AP, and Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>



**TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 6:** Develop and implement plans, systems, and processes to improve campus A-F rating to ensure success for all students.

**Performance Objective 1:** Develop campus instructional leaders (principal, assistant principal, instructional specialist, counselors, multi-classroom leaders, master team reach teachers, and grade level lead teachers) with clear roles/responsibilities and provide leadership development to ensure campus leaders are equipped with the necessary tools and training to effectively lead.

**Evaluation Data Sources:** Increased student achievement on STAAR, domain indicators

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attend A-F Accountability Training to identify targeted domains and discuss strategies improvement in campus rating.  <b>Strategy's Expected Result/Impact:</b> Improve student achievement in Domain School Progress from a "B" to an "A"  <b>Staff Responsible for Monitoring:</b> District Director of Accountability Systems, SIT Teachers, IS, MCLs, MTRT's, AP, and Principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            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> Continue Data Driven Instruction (DDI) for teacher leader, MCL's, MTRT's, IS, AP, and Principal.  <b>Strategy's Expected Result/Impact:</b> Assessment calendar, data meetings, reteach plans, feedback, and responsive PD support  <b>Staff Responsible for Monitoring:</b> MCLs, MTRTs, IS, AP, and Principal</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue Action Coaching to increase the effectiveness of observation and feedback.  <b>Strategy's Expected Result/Impact:</b> Observation and feedback schedules and coaching scripts using the See It, Name It, Do It coaching protocol to increase effectiveness of feedback given to teachers resulting in improved Tier 1 instruction  <b>Staff Responsible for Monitoring:</b> MCLs, MTRTs, IS, AP, and Principal</p> <p><b>ESF Levers:</b>            Lever 5: Effective Instruction  <b>Funding Sources:</b> Staff Development Supplies - State Compensatory Education</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Plan and implement professional development based on analysis of walkthroughs and observation teacher data, the needs identified in all classrooms, and lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs, IS, AP, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Instructional leadership team will meet once a week to discuss campus-wide problems of practice, create response plans, monitor progress, and engage in professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Communicate goals, growth, needs, and strategies for improvement</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs, IS, AP, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> 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>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Partner with district and campus leaders or consultants to engage in leadership professional development, glean information, and make adjustments to the instructional program.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure instructional alignment with district and campus goals, processes/procedures, improved professional practice</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, IS, AP, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Professional Development - Title 1 - \$2,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			