Waco Independent School District

Provident Heights Elementary School

2023-2024 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff and parents of Provident Heights Elementary School participated in developing a comprehensive needs assessment to fulfill state and federal legislative requirements. Data collected from the needs assessment will drive strategies/activities to ensure the campus meets the 2023-2024 TEA accountability requirements.

The 2022-2023 staff at Provident Heights consisted of 28 teachers, 1 counselor, 3 full-time student intervention teachers, 11 aides, 1 nurse, 2 administrators, and 1 staff member for Communities in Schools. According to 5 Lab data, campus enrollment is approximately 371 students. The student population is 22.80% African American, 68.08% Hispanic, 6.19% White, and 1.95% Two or More Races. Provident Heights serves 92.83% economically disadvantaged students, 39.41% English Language Learners, and 18.24% of our students are receiving special education services. 504 services are provided for 10% of our students and 6% of our students are labeled GT. 7% of our students are homeless. 85% of our students are At Risk. The mobility rate of the campus is 27%. The campus increased its attendance rate from 92% to 94.14% during the 2022-2023 school year.

During the 2021-2022 school year, Provident Heights became an Opportunity Culture campus. This initiative has expanded and will continue during the 2023-2024 school year. 3 teachers will be multi-classroom leaders. In addition, the campus will have 1 teacher resident and 2 reach associates. All positions connected to Opportunity Culture will support classroom instruction, planning, and data analysis. The Provident Height's staff will also consist of 28 teachers, 1 counselor, 3 full-time intervention teachers, 7 aides, 1 nurse, and 2 administrators. In addition, during the 2023-2024 school year, Provident Heights will add an instructional specialist.

Demographics Strengths

The enrollment at Provident Heights Elementary reflects a diverse group of students from various backgrounds. Our classrooms strive for an improved understanding of ethnic and cultural diversity. The campus was well represented at the 2023 district UIL meet, receiving many awards and distinctions. Some of these awards included a 3rd place ribbon in 2nd grade team Music Memory, a 4th place ribbon in 3rd grade team Music Memory, a 4th place ribbon in 4th grade team Music Memory, and a 4th place ribbon in 5th grade team Music Memory. In addition, 6 students received individual medals in various categories. Every student on campus is provided an Google Chrome Book and/or an iPad that is used during classroom instruction. During the 2022-2023 school year, the Andrew Billings Foundation handed out 12 bikes every 6 weeks to students with good attendance.

Student Achievement

Student Achievement Summary

Official scores for the 2022-2023 school year have not been released from TEA. The overall campus rating during the 2021-22 school year was a "B," scoring 84 out of 100 points possible. Provident Heights was not rated in the student achievement index, but scored a 52 out of 100. The school earned a B (88 out of 100 points) in School Progress and a C (74 out of 100 points) in Closing the Gaps. According to the 2022 STAAR outcomes table, 59% all students received an approaching standard or above on STAAR reading assessments, 43% of all students scored approaches or above in math, and 33% of all students scored approaches or above in science. Fifty eight percent of all economically disadvantaged students scored approaches or above in reading. Overall, 30% of our students scored meets or above in reading, 15% of our students scored meets or above in math, and 14% of our students scored meets or above in science. Thirty percent of the economically disadvantaged sub group received meets standard or above in reading, 15% of the same group of students received the meets standard or above in math, and 14% of these students scored meets or above in science. The growth score for reading was a 82 and in math it was a 79. In the both reading and math, the campus academic growth score was an 80.

Student Achievement Strengths

Although the campus was not rated during the 2020-2021 school year, students did take the STAAR test and the campus showed growth during the 2021-2022 school year. In 2021, 55% of students scored approaches or better on the reading assessment. This score increased to 59% during the 2021-2022 school year. In addition, math increased from 40% to 43%. Academic growth continues to be the campus's biggest strength. Provident Heights received a scale score of 88 on the 2021-2022 accountability ratings report. The campus has received the met standard accountability rating for the past six years.

Our teachers work hard to provide intense intervention for struggling students. In-school intervention and after-school tutoring are provided. The campus SIT teacher and tutors help students who are performing below grade level. With intense intervention, many students show growth.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students not reading on grade level in kindergarten is 50%, in first grade is 57%, and in 2nd grade is 46%. **Root Cause:** Teachers need to increase their pedagogy and lesson planning skills concerning TIER 1 reading instruction and intervention for struggling students.

School Culture and Climate

School Culture and Climate Summary

As of May 2023 the campus had 12 referrals with in school suspension as the consequence, 5 out of school suspension, and 1 placements to DAEP. In addition, the campus uses frequently uses conferences with parents/students to help solve discipline issues. The campus had one ISS aide and one behavior aide. These individuals work closely with the assistant principal and principal. The behavior team provided support to classroom teachers and helped keep students in their classroom when possible. They were able to offer pull out support and daily social lessons, which resulted in less office referrals. Provident Heights has worked hard to improve TIER 1 behavior. The school has established three school expectations for TIER 1: to be safe, respectful, and responsible. In addition, procedures are implemented for all common areas in the school. Teachers have a procedure notebook with all lesson plans and suggestions for reteach/refinement. The counselor provides guidance lessons to every class. These lessons are focused on pro-social skills, citizenship, character development, and how to stop bullying.

School Culture and Climate Strengths

Conscious Discipline and CHAMPS continue to be actively used for TIER 1 behavior intervention. Provident Heights continues to have an increased focus on school procedures, which ultimately lessens inappropriate behavior by focusing on what is expected in different areas throughout the school. According to PIEMS data, Provident Heights had only 5 out of school suspensions during the 2022-2023 school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Provident Heights Elementary saw little turnover for the 2022-2023 school year. Four new teachers joined our staff. Three of the teachers were new to the profession and the other one was an experienced teacher. The new teachers were provided a mentor and fulfilled the WISD mentor program expectations. All Provident Heights staff are highly qualified. Each pre-kindergarten classroom has a full-time aide. In addition, there is one kindergarten aide that is shared between three teachers. The campus has continued the Opportunity Culture model, which focuses on coaching and providing support for staff through teacher leaders. Within this program, Provident Heights has three multi-classroom leaders, one teacher resident, and two reach associates. Ongoing professional development is offered at the campus and district levels throughout the year. Teachers participate in bi-weekly Professional Learning Communities/staff meetings (one for PLC times and the other for data review using the DDI process), monthly district content meetings, and training with Conscious Discipline and Positive Behavior Intervention and Support.

Staff Quality, Recruitment, and Retention Strengths

Every teacher at Provident Heights is provided a Macbook Air laptop and an iPad. In addition, every student is issued a Google Chromebook and/or iPad. This initiative helped recruit new staff and has had a positive impact on retaining staff. This resulted in minimal staff turnover and supported stronger relationships between teachers and school families.

Provident Heights has worked hard to improve TIER 1 behavior. The school identified 3 common expectations for all students/staff: to be safe, respectful, and responsible. Procedures and routines for all common areas in the school were developed and are implemented with fidelity. This initiative helped improve TIER 1 behavior, which helps retain teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers do not understand how to implement the DDI process. **Root Cause:** Teachers have not had the opportunity to build their capacity to run DDI effectively.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Provident Heights follows the district pacing guides and assessment calendar. This helps ensure that our lessons are aligned to state standards and expectations. District approved resources and textbook adoptions are used for teaching the required content. Our teachers meet bi-weekly with the campus administrators and other district coaches. During these meetings, upcoming content and ideas for mastery of the TEKS are discussed. Eduphoria and Lead4ward are used to analyze data and plan interventions and/or enrichment. Technology professional development has helped teachers utilize student Chromebooks, iPads, and other Apple products to increase student engagement. The campus is focused on following research based best practices.

Curriculum, Instruction, and Assessment Strengths

The supplemental instruction teachers and campus tutors continue to pull small groups and provide intense intervention and remediation. Google Chromebooks, iPads, and Apple products have provided the opportunity for students to engage in real world experiences and to create projects of their choice.

The campus is continuing to implement the LLI reading intervention system for students reading below grade level. To continue our growth in the area of reading instruction, teachers work closely with the campus multi classroom leaders to provide support for the effective implementation of guided reading. Additionally, all kindergarten through third grade teachers have completed the state required Reading Academy. All new teachers will complete the reading course during the 2023-2024 school year.

Parent and Community Engagement

Parent and Community Engagement Summary

Provident Heights deems parents and teachers as valued stakeholders. An effective relationship with students, parents, and teachers impacts the success of students. According to the latest parent survey, 70% of the 228 parents that returned the survey attended various campus activities. 87% routinely communicate with their child's teacher. 91% of the parents understand the responsibility of the Home-School Compact.

Provident Heights hosted a wide range of events throughout the school year including Meet the Teacher and Drive Boo. Other events include Thanksgiving Luncheon, Holiday Performance, Spring Fling, Adopt a School Partnership Meetings, Parent Involvement Meetings, CDMC Meetings, Field Day, Literacy Night, Holiday Parties, STAAR Meetings, and End of School Award Ceremonies.

Parent and Community Engagement Strengths

Parents appreciate the welcoming campus atmosphere and having a bilingual assistant principal and office clerk to support their needs. Many parents attend school functions and communicate regularly with the teachers. Communication is provided in English and Spanish.

School Context and Organization

School Context and Organization Summary

All grade levels at Provident Heights have common planning times. Teachers attend bi-weekly Professional Learning Communities with the campus administrators to discuss curriculum, student data, data driven instruction and intervention strategies. In addition, common grade level plans are developed to maximize student performance. Curriculum standards are sequenced and aligned with state expectations and district goals. Intervention schedules are staggered to utilize staff for small group instruction. Students identified as gifted or receiving special education services are clustered together to increase the rigor rate and meet the diverse needs of students. Teachers serving ESL and gifted students are certified in those areas. There is a bilingual class on each grade level.

All kindergarten through 5th grade classrooms receive 90 minutes of reading and math instruction per day. Students participate daily in approximately 50 minutes of science/social studies instruction and 30 minutes of writing. Special rotations include PE, music, and art. Students identified as TIER 3 in reading meet with the campus SIT teacher daily to help improve their reading abilities. The staff utilizes Branching Minds for targeted areas of improvement in academics and behavior.

School Context and Organization Strengths

Interventions are built into the daily schedule and students are regrouped according to targeted common skills. Literacy aides are utilized in prekindergarten and kindergarten classrooms for literacy support. The goal of these aides is to help all students read on grade level by the end of the year. Campus multi classroom leaders supports teachers in the alignment of common goals and objectives.

Provident Heights provides tutoring for kindergarten through fifth grade students from October to January. After the New Year, the school continues after school tutoring for all 3rd-5th grade students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: According to the projected 2023 STAAR results, 29 fourth and fifth grade students failed both the reading and the math assessment. **Root Cause:** Teachers are not using data and standards to develop aligned and rigorous lessons.

Technology

Technology Summary

Our campus has one computer lab. Every teacher has a Macbook Air laptop and an iPad Mini. Every student has a Google Chromebook and/or iPad. Classrooms have iPad carts, projectors, and Apple TVs. The campus is wired for wireless internet. Teachers who do not have internet access are provided a hotspot to use at home for planning purposes. The campus continues to participate in continuous professional development concerning technology integration.

The district has purchased many programs such as STEMscopes Seesaw, and Accelerated Reader, which have helped increase student achievement. The campus also purchased licenses for Measuring Up and Education Galaxy online. Throughout the school year, teachers received training on how to effectively use these programs in their classrooms.

Technology Strengths

The technology available at our campus has equipped us for digital learning for online and in-person students. Being a 1:1 campus has allowed our teachers to provide targeted and differentiated instruction. In addition, it has allowed us to utilize student projects for accelerated learning, which has helped increase rigor and student engagement.

Goals

Goal 1: Increase student achievement.

Performance Objective 1: By June 2024, 65% of all 3rd, 4th, and 5th-grade students will score approaches or above on the STAAR reading and math test. 70% of K, 1st, and 2nd-grade students will show one year's growth on Renaissance Reading and BAS reading levels.

    Evaluation Data Sources: 2024 STAAR Results, TAPR, Eduphoria Reports, Renaissance Reading, and BAS Reading Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide targeted interventions for at-risk students in reading, math, writing, and science using blended learning during the school day and outside the school day (Saturday school), tutors, teachers, multi-classroom leaders, teacher residents, the student intervention teachers, paraprofessionals, and volunteers.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Improved performance on district and campus assessments (see performance objective above). **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Provide students with research-based materials/equipment to improve reading achievement while incorporating other content areas such as science, social studies, math, and writing.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Student improvement by 10% on district and campus assessments as compared to 2022-2023 cohort data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders			
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Implement student data binders so that students can monitor their progress using multiple sources of data including personal goal setting, progress reports, district assessments, and Renaissance data.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: At least 3% increase on weekly/monthly progress monitoring. **Staff Responsible for Monitoring:** Multi-Classroom Leaders, Classroom Teachers			

Strategy 4 Details	Formative Reviews		
Strategy 4: Improve access and usage of technology by purchasing computers, iPads, equipment, and licenses to increase student achievement of at risk-students; repair broken iPads and laptops as needed to ensure technology is not interrupted; and plan a technology fair to showcase project-based learning.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Sign-in sheets indicate parent attendance and student participation. Usage reports from software show that teachers are using programs to increase student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers			

Strategy 5 Details	Formative Reviews		
Strategy 5: Fund Project Manager for Communities In Schools to provide family and student support/mentoring.	**Formative**		
Strategy's Expected Result/Impact: Identified CIS students will show an increase of 3% on district and campus assessments.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, CIS Program Manager **Funding Sources:** CIS 2023-2024 - State Compensatory Education - $5,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will develop effective lessons that use state standards and student data that result in aligned and rigorous TIER 1 and reteach lessons.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Student improvement by 10% on district and campus assessments as compared to 2022-2023 cohort data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders			

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to implement a one-way dual language program for students in grades PK-5 for students whose first language is Spanish.	**Formative**		
Strategy's Expected Result/Impact: Students will become proficient in Spanish and English, becoming bi-literate	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, bilingual teachers			

Strategy 8 Details	Formative Reviews		
Strategy 8: Fund Instructional Specialist to provide teachers with support, coaching, and mentoring.	**Formative**		
Strategy's Expected Result/Impact: Student improvement by 10% on district and campus assessments as compared to 2022-2023 cohort data.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal **Funding Sources:** - Title 1 - $84,132			

Strategy 9 Details	Formative Reviews

Strategy 9: Fund Opportunity Culture stipends and positions to provide teachers and students with support, coaching, and mentoring.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Student improvement by 10% on district and campus assessments as compared to 2022-2023 cohort data. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** - Title 1 - $80,261			

Strategy 10 Details	Formative Reviews

Strategy 10: Fund SIT teachers to provide intense intervention and support.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Student improvement for TIER 2 and TIER 3 students by 10% on district and campus assessments as compared to 2022-2023 cohort data. **Funding Sources:** - State Compensatory Education - $131,600			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Increase student achievement.

Performance Objective 2: Ensure 1.25 years of growth in reading and math for sub groups.

    Evaluation Data Sources: STAAR Data, Reading Renaissance Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the performance of high achieving and gifted students through rigorous, high-yield instructional strategies in pull out GT services and differentiated tier 1 instruction.	**Formative**		
Strategy's Expected Result/Impact: Identify and celebrate elementary scholars, encouraging them to continue to advance their academic achievement. Students identified for the 5th grade Baylor TIP program **Staff Responsible for Monitoring:** Principal, GT Specialist	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Build confidence in students who are taking the TELPAS assessment through oral language development and practice with headphones and oral speech.	**Formative**		
Strategy's Expected Result/Impact: Improved student performance by 10% on TELPAS assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Leveled Literacy Intervention (LLI) and support for struggling English Learners and special education students below grade level in reading according to campus reading level data.	**Formative**		
Strategy's Expected Result/Impact: Improved student performance by 10% on campus and district assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus SIT Teachers	Jan	May	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Create and implement a DDI schedule that targets analyzing data for each sub group.	**Formative**		
Strategy's Expected Result/Impact: Improve student performance for all sub pops by 10% on campus and district assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi Classroom Leaders	Jan	May	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize Action Coaching to support instruction and learning of subgroups.	**Formative**		
Strategy's Expected Result/Impact: Improved student performance by 10% on campus and district assessments as compared to 2022 cohort data. **Staff Responsible for Monitoring:** Principal, Assistant Principal	Jan	May	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Develop effective lesson plans that incorporate language objectives and special education accommodations.	**Formative**		
Strategy's Expected Result/Impact: Increased teacher understanding of how to effectively meet the needs of all student populations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders	**Jan**	**May**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Build the capacity of all employees to support campus goals.

Performance Objective 1: Develop and implement a professional development plan to support increased student achievement.

    Evaluation Data Sources: Walkthrough tracker, T-TESS Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Plan and implement professional development on Data-Driven Instruction to improve student achievement.	**Formative**		
Strategy's Expected Result/Impact: Improved performance by 10% on campus, district, and state assessments.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Multi-Classroom Leaders			

Strategy 2 Details	Formative Reviews		
Strategy 2: Plan and implement Action Coaching to increase the effectiveness of observation and feedback.	**Formative**		
Strategy's Expected Result/Impact: Coaching scripts using the See It, Name It, Do It coaching protocols will improve teaching effectiveness in the management and rigor trajectory.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Multi-Classroom Leaders			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provided job-embedded professional learning through PLCs to develop effective lessons.	**Formative**		
Strategy's Expected Result/Impact: Improved TIER 1 instruction will result in stronger achievement and growth outcomes for students.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Multi-Classroom Leaders			

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure 100% of K-3 teachers and school leaders complete state mandated Reading Academies throughout the 2023-2024 school year.	**Formative**		
Strategy's Expected Result/Impact: Teachers and principals have increased knowledge and skills in the science of reading instruction that results in an increased number of students reading on grade level by grade 3.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: Implement strategies to support teacher induction, retention, and appreciation.

**Performance Objective 1:** Increase current teacher retention rates.

    Evaluation Data Sources: Walkthrough Reports, Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Assign first year teachers a mentor through the WISD mentor program.	**Formative**		
Strategy's Expected Result/Impact: Retention rates of first year teachers will increase by 2%.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Trained Mentors, First Year Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use the Design Thinking framework to identify strategies to improve teacher retention.	**Formative**		
Strategy's Expected Result/Impact: Teacher retention rates will increase by 2%.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide time during weekly PLC meetings to work with the campus administration to develop pedagogy and instructional content knowledge.	**Formative**		
Strategy's Expected Result/Impact: 50% of all students will be reading on grade level by the end of the year.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Multi-Classroom Leaders			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Decrease discipline referrals to ISS, OSS, and alternative school by 3% for the 2023-2024 school year.

Evaluation Data Sources: TEAMS Discipline Data Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement campus behavior plan with support of behavior aides to reduce behavior incidents and increase learning time for all students.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Reduction in behavior referrals by 3% as evidenced by the six-week discipline reports and decrease assignments to ISS by 3%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Funding Sources:** - State Compensatory Education - $29,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development utilizing the campus behavior team, and implement positive behavior interventions such as Conscious Discipline, CHAMPS, First Step Next, and PBIS.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Walkthrough evidence will show that Conscious Discipline and PBIS components are being implemented with fidelity throughout the building. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor			

Strategy 3 Details	Formative Reviews		
Strategy 3: Participate in the No Place For Hate program and and implement school-wide activities in 2023-2024.	**Formative**		
Strategy's Expected Result/Impact: Greater respect of individual differences will be evident amongst students. **Staff Responsible for Monitoring:** Assistant Principal, RESET Teacher, Counselor	**Jan**	**May**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Create and sustain a safe and supportive learning environment.

Performance Objective 2: Maintain attendance at 94%.

    Evaluation Data Sources: ADA Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Call students with 3 or more unexcused absences and follow up with parent conferences.	**Formative**		
Strategy's Expected Result/Impact: Student average daily attendance exceeds 94%.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: PCL, PEIMS Clerk, Assistant Principal			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Establish an attendance committee that focuses on creating structures/plans that helps increase attendance.	**Formative**		
Strategy's Expected Result/Impact: Student average daily attendance exceeds 94%.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: PCL, PEIMS Clerk, Assistant Principal			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Goal 5: Engage families and community members to support campus goals and increase student achievement.

Performance Objective 1: Increase parent/community engagement and participation rates by 5%.

    Evaluation Data Sources: Parent Survey

Strategy 1 Details	Formative Reviews		

Strategy 1: Host campus-wide College and Career Days by having all students and staff wear college t-shirts and invite community speakers to discuss different careers.
    Strategy's Expected Result/Impact: Increase stakeholder engagement and participation by 5%.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor
	Formative		

	Jan	**May**	**May**
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Offer students additional opportunities to participate in UIL events.
    Strategy's Expected Result/Impact: Increase participation rate for UIL activities by 5%.
    Staff Responsible for Monitoring: Principal, Assistant Principal, GT Teacher
	Formative		

	Jan	**May**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 5: Engage families and community members to support campus goals and increase student achievement.

Performance Objective 2: Increase parent satisfaction participation rates on parent surveys from 30% to 45%.

    Evaluation Data Sources: Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Host at least two family academic events throughout the school year that focus on improving student achievement and performance.	**Formative**		
Strategy's Expected Result/Impact: Student academic performance will increase by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** - Title I Parent Involvement - $1,633	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase take-home and homework folders for all students to improve communication between school and home.	**Formative**		
Strategy's Expected Result/Impact: Improved communication between parents/guardians and the school. **Staff Responsible for Monitoring:** Principal, Secretary, Classroom Teachers	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Mail information to parents as needed.	**Formative**		
Strategy's Expected Result/Impact: Improved communication between parents/guardians and the school. **Staff Responsible for Monitoring:** Principal	Jan	May	May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: Identify and implement strategies to reduce the district's dropout rate.

Performance Objective 1: Ensure students are aware and have an understanding of the importance of high school graduation.

    Evaluation Data Sources: Number of college and career readiness activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a culture of language around college and career readiness through school wide strategies and activities.	**Formative**		
Strategy's Expected Result/Impact: Increase students' awareness on the importance of high school graduation.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Counselor			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			