

Clint Independent School District
Carroll T. Welch Elementary
2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: September 19, 2023

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Goals

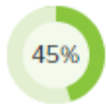
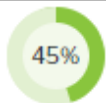
Goal 1: Carroll T. Welch will be a model of high standards for student academic excellence.

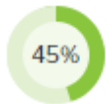





Performance Objective 1: CTW students in grades 3-5 will show 60% growth from beginning of the year to end of year on MAP from the previous year.

HB3 Goal

Evaluation Data Sources: STAAR Assessment Data, MAP Growth, 4 week and 9 week data tracking,

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use HQIM designated by the district academic framework. Campus will provide supplemental materials that support the HQIM including small group materials, hands on supplemental materials, online magazines, online books access to iReady.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement across all grade levels in math, reading, social studies</p> <p>Staff Responsible for Monitoring: Administration, Curriculum Coaches, Teachers, Interventionist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$8,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details		Reviews			
Strategy 2: Provide tutoring and transportation for students after school and intersession. Strategy's Expected Result/Impact: Increase in reading achievement across all grade levels. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 282 ESSER III - \$50,000, - 199 GENERAL FUND - \$1,000		Formative			Summative
		Sept	Nov	Feb	May
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will continue to goal setting and tracking classroom data in addition to having their students create Wildly Important Goals and Data tracking. Strategy's Expected Result/Impact: Increased awareness of both teacher and student progress. A better opportunity to reflect and adjust our teaching and learning processes.Higher achievement and growth for students. Data based collaboration opportunities for other students. Staff Responsible for Monitoring: teachers, students Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 2		Formative			Summative
		Sept	Nov	Feb	May
					

Strategy 4 Details	Reviews			
Strategy 4: Implement the CTW science initiative to include professional development, instructional rounds, and PLC artifact sharing in grades K-5th. Strategy's Expected Result/Impact: increase in science scores 4 week and 9 week benchmarks across all grade levels increase student achievement on STAAR and MAP in 5th grade Staff Responsible for Monitoring: curriculum coaches Title I: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will use HQIM designated by the district academic framework. Campus will provide supplemental materials that support our Science initiatives including hands on materials, science lab equipment to enhance access of materials, science lab supplemental materials such as but not limited to batteries, cotton balls, oil, flour, tweezers, etc. Strategy's Expected Result/Impact: increase in science scores all grade levels Staff Responsible for Monitoring: curriculum coaches Title I: 2.4 Funding Sources: - 211 ESEA, TI A IMP	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual students have historically scored lower in Math and Reading then our monolingual students in all assessments including MAP, MCLASS, and STAAR. Root Cause: Ensuring powerful TIER 1 instruction is happening for 100% of our students. Cohesive planning, data desegregation, and expectations set here forward.
Student Learning
Problem Statement 1: Lowest scores in science assessments including STAAR and MAP in the district. Root Cause: Lack of fidelity, rigor, and systemic implementation Stemscores (HQIM) in grades K-5.

School Processes & Programs

Problem Statement 1: : Although we have access to HQIM and to a viable curriculum and pacing guides, we are not seeing an adequate amount of academic achievement K-5.
Root Cause: Individual professional development and coaching for areas where the intended and enacted lessons did not match the rigor or grade level appropriate text was not conducted systematically.

Perceptions

Problem Statement 2: Maintaining a school wide focus on learning was an identified area of need in the 2023 CALL survey. Specifically in two areas: 1. Scheduling time for teachers to discuss student grades/grading practices. 2 The main focus of school-wide meetings focus is on announcements and culture building instead of presentations about instruction and opportunities for sustained discussions around instruction. **Root Cause:** The after school meetings and PLCs were focused on HQIM and RBIS in 22-23. There was a lack of PLC year at a glance schedule as well as a lack of after school PD schedule.

Goal 1: Carroll T. Welch will be a model of high standards for student academic excellence.

Performance Objective 2: 85% of K-2nd grade will be on or above grade on mClass EOY.

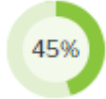
HB3 Goal






Evaluation Data Sources: MClass data

HMH checkpoints

Teacher made assessments

District assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
<p>Strategy 1: Teachers will use HQIM designated by the district academic framework. Campus will provide supplemental/general materials/supplies that support the HQIM including small group and classroom materials/supplies, books, online magazines, online books, data binders, data folders, copy paper/card stock/lamination/poster, furniture, shelves, carts, etc. Teacher and students will have online access to iReady all the component as well as Amplify.</p> <p>Strategy's Expected Result/Impact: increase in student achievement.</p> <p>Staff Responsible for Monitoring: teachers, sit, administrators, curriculum coaches</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 199 GENERAL FUND - \$25,000, - 211 ESEA, TI A IMP - \$25,000</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will continue to goal setting and tracking classroom data in addition to having their students create Wildly Important Goals and Data tracking. Strategy's Expected Result/Impact: Increased awareness of both teacher and student progress. A better opportunity to reflect and adjust our teaching and learning processes. Higher achievement and growth for students. Data based collaboration opportunities for other students. Staff Responsible for Monitoring: teachers and students Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Sept	Nov	Feb	May
					
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Performance Objective 2 Problem Statements:






Student Learning
Problem Statement 3: Growth in Dibels in both Kinder and 1st grade was less than 70% at the end of the year. Root Cause: The use of the HQIM and the use of the decodable text was not conducted with consistency and fidelity. Students missed the opportunity to connect the foundational learning in context. There was evidence of code switching during the implementation of instruction.

Goal 1: Carroll T. Welch will be a model of high standards for student academic excellence.

Performance Objective 3: CTW staff will participate in professional learning opportunities throughout the 2023-2024 school year to implement the HQIM, RBIS, and MTSS process uniformly across the campus.

Evaluation Data Sources: Performance gaps among all student groups will be closed in all state mandated assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
<p>Strategy 1: CTW will implement a systemic professional development cycle and planning that addresses the needs of both the campus as a whole as well as differentiated based on the needs of the teachers using data points and MTSS cycle. This includes In-District and Out-of District plannings and training</p> <p>Strategy's Expected Result/Impact: increase in student achievement alignment with intended and enacted lessons</p> <p>Staff Responsible for Monitoring: administration, curriculum coaches, teachers, district coordinators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 199 GENERAL FUND - \$10,000, - 211 ESEA, TI A IMP - \$25,000, - 282 ESSER III - \$25,000</p>				

Strategy 2 Details		Reviews			
Strategy 2: CTW will partner with New Teacher Center to implement the 1 to 1 coaching cycle for all instructional staff including teachers and aides. Strategy's Expected Result/Impact: Increase in individualized coaching to grow each professional in the areas they identify as a need to increase student achievement. Staff Responsible for Monitoring: Teachers, curriculum coaches, administrators, instructional aides Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Perceptions 1 Funding Sources: - 211 ESEA, TI A IMP - \$10,000		Formative			Summative
		Sept	Nov	Feb	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue







Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: : Although we have access to HQIM and to a viable curriculum and pacing guides, we are not seeing an adequate amount of academic achievement K-5. Root Cause: Individual professional development and coaching for areas where the intended and enacted lessons did not match the rigor or grade level appropriate text was not conducted systematically.
Perceptions
Problem Statement 1: Coaching and Mentoring by instructional coaches and expert teachers was an area of improvement in the survey results 3.4. Root Cause: There was no formal schedule or schedule for formal mentoring program for teachers with 2 or more years of experience.

Goal 1: Carroll T. Welch will be a model of high standards for student academic excellence.

Performance Objective 4: CTW will continue to promote 21st century learning. Through the use of maker space, 1:1 device program, hands-on TEKS driven experiences, and by promoting digital learning environments for of all CTW students.

Evaluation Data Sources: STAAR data, District Survey, Eduphoria Sign-in's, T-TESS evaluations

Strategy 1 Details	Reviews			
Strategy 1: Integrate technology, furniture, general and supplemental materials into the library with a makerspace area, To include makerspace furniture, supplies for makerspace including filament, low and high technology, additional materials to support a 21st century library where students engage in different activities. Strategy's Expected Result/Impact: increasing the makerspace areas in the library and on campus, increase in student engagement and student scores. Staff Responsible for Monitoring: librarian Title I: 2.5 Problem Statements: Student Learning 1 Funding Sources: - 211 ESEA, TI A IMP - \$25,000	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Integrate technology for students and teachers during academic core areas to enhance learning. Resources include keyboards, document cameras, ActivBoards, laptops, chromebooks, computers, iPads, tablets, and headsets. Spheros, lego kits, and other materials, supplies, and accessories to help enhance and prepare our teams for the robotics competition. Strategy's Expected Result/Impact: Purchase of equipment, 21st century learners, sign-in sheets Staff Responsible for Monitoring: Technology Coach, Librarian Title I: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: - 211 ESEA, TI A IMP - \$30,000, - 281 TITLE IV, PART A SSAEP - \$5,800	Formative			Summative
	Sept	Nov	Feb	May
				
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Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Lowest scores in science assessments including STAAR and MAP in the district. **Root Cause:** Lack of fidelity, rigor, and systemic implementation Stemscores (HQIM) in grades K-5.

School Processes & Programs

Problem Statement 1: : Although we have access to HQIM and to a viable curriculum and pacing guides, we are not seeing an adequate amount of academic achievement K-5. **Root Cause:** Individual professional development and coaching for areas where the intended and enacted lessons did not match the rigor or grade level appropriate text was not conducted systematically.







Perceptions

Problem Statement 1: Coaching and Mentoring by instructional coaches and expert teachers was an area of improvement in the survey results 3.4. **Root Cause:** There was no formal schedule or schedule for formal mentoring program for teachers with 2 or more years of experience.

Goal 1: Carroll T. Welch will be a model of high standards for student academic excellence.

Performance Objective 5: For the 2023-2024 school year, students will have an opportunity for students to link their classroom learning, knowledge and understanding of a subject with outside experiences.

Evaluation Data Sources: Post Field Trip activities tied to HQIM and TEKS

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities to attend field trips to help students build background knowledge and/or extensions of learning and for student support. Field trips may include but not limited to: - local education sites -UIL competition - Robotics competition, -GT competition -Band competition and concerts Meals and entry fees will be included. Strategy's Expected Result/Impact: field trip will increase student background knowledge, first hand experiences, and all tied to TEKS and HQIM Staff Responsible for Monitoring: teachers, admin ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 Funding Sources: - 211 ESEA, TI A IMP - \$5,000, - 199 GENERAL FUND - \$5,000, - 281 TITLE IV, PART A SSAEP - \$5,790	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide hands-on instruction through CBI field trips for students in the BAC, ASC, PreK Collab and DSC units and entry fees for the students for real life experience field trips tied to instruction and curriculum. student assessments Strategy's Expected Result/Impact: sign in sheets, agenda, student assessments Staff Responsible for Monitoring: special education teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 GENERAL FUND - \$5,000, - 211 ESEA, TI A IMP - \$5,000	Formative			Summative
	Sept	Nov	Feb	May
				
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



Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Lowest scores in science assessments including STAAR and MAP in the district. Root Cause: Lack of fidelity, rigor, and systemic implementation Stemscores (HQIM) in grades K-5.

Goal 2: CTW will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: CTW will continue to implement the plan of action to ensure 100% of its stakeholders feel safe at school and school events.


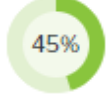
Evaluation Data Sources: climate survey, hall pass security management system

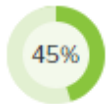





Strategy 1 Details	Reviews			
Strategy 1: Continue to implement our sign in at the front office where they have to present identification to enter the school. Strategy's Expected Result/Impact: sign in sheet, district reports Staff Responsible for Monitoring: front office clerk, office staff, administration Title I: 2.5	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the WatchDOGS Program to increase volunteers to monitor exits and entrances of campus and build a feeling of community belonging and safety. Strategy's Expected Result/Impact: increase in participation and decrease in safety incidents Staff Responsible for Monitoring: administration, teachers, CIS, SEL lead Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211 ESEA, TI A IMP - \$500	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: CTW will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: CTW will offer a learning environment that equally prioritizes academics, socio-emotional, and physical development.

Evaluation Data Sources: Counseling plans, logs, training reports, PEIMS data

Strategy 1 Details	Reviews			
Strategy 1: Hold campus wide daily SEL and PBIS class meetings with students and equip staff and students with supplemental supplies for the lessons and pbis program. Strategy's Expected Result/Impact: PBIS class meetings, walkthroughs, decrease in discipline referrals increase student time in the classroom with instruction Staff Responsible for Monitoring: SEL lead, Counselors, CIS Coordinator, Administrators, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 2 Funding Sources: - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: CTW will participate in the School Design Collaborative to work on building our campus as a Crianza y Cuidado (Nurturing) learning environment that actualize three focused leaps: Affirmation of Self and Others, Connection and Community, and Whole Child Focus. Strategy's Expected Result/Impact: Work together through six mini phases to assemble a core design team, lay the foundation for innovation, envision our new model, build and pilot new student experiences, refine our design, and share our design with the El Paso community. Staff Responsible for Monitoring: school design collaborative team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2, 3	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 3 Details	Reviews			
Strategy 3: Provide socio-emotional lessons through counseling and SEL support services which address the specific student needs. Strategy's Expected Result/Impact: Provide a safe and affirmed environment for all students. Increase achievement in academics, social emotional development. Staff Responsible for Monitoring: counselors, SEL Lead, SDC design team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
Strategy 4: CTW students will participate in Club Time once a week to help foster the development of the whole child through clubs offering a variety of interests for students to choose from each nine weeks. Strategy's Expected Result/Impact: Students attendance will increase, students will have a cohort of peers who have similar interests across their grade level for them to build relationships, students will have another educator on campus who knows them and has build relationships with them. This is a trauma informed practice to help ensure all students have an advocate and a meaningful relationship with a peer and educator. Staff Responsible for Monitoring: Curriculum coaches, PE coaches, music teacher, librarian, tech coach, CIS, SEL lead, Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Maintaining a school wide focus on learning was an identified area of need in the 2023 CALL survey. Specifically in two areas: 1. Scheduling time for teachers to discuss student grades/grading practices. 2 The main focus of school-wide meetings focus is on announcements and culture building instead of presentations about instruction and opportunities for sustained discussions around instruction. Root Cause: The after school meetings and PLCs were focused on HQIM and RBIS in 22-23. There was a lack of PLC year at a glance schedule as well as a lack of after school PD schedule.






Perceptions

Problem Statement 3: The SEL survey provided to students revealed a need for self regulation and self management as a weakness across all grade levels surveyed. **Root Cause:** Though we have SEL lessons weekly and counseling and guidance lessons weekly, it was evident that we need to equally prioritize academic, social-emotional, and physical development of our students.

Goal 3: Carroll T. Welch will operate efficiently, being fiscally responsible.

Performance Objective 1: CTW will create a fiscally responsible school.


Evaluation Data Sources: budget reports






Strategy 1 Details		Reviews			
Strategy 1: Ensure all federal, state, and local funds are spent by the timeline to support all students. Strategy's Expected Result/Impact: budget is driven by our campus needs and data. Staff Responsible for Monitoring: administrators, school improvement team, campus secretary		Formative			Summative
		Sept	Nov	Feb	May
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 4: CTW will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: CTW will provide differentiated professional development to increase overall student achievement.

Evaluation Data Sources: Retention of teachers and staff will increase

Strategy 1 Details	Reviews			
Strategy 1: CTW will provide differentiated professional development through 1 to 1 coaching for all teacher and instructional staff. Strategy's Expected Result/Impact: improved student performance Staff Responsible for Monitoring: administration, curriculum coaches, teachers, instructional aides, central office coordinators Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 211 ESEA, TI A IMP - \$10,000	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details		Reviews			
Strategy 2: During the 2023-2024 school year, Carroll T. Welch will increase the number of professional development opportunities offered to employees by 5% as compared to 2022-2023. To include classroom teachers, counselors, music teachers, technology teacher, librarian, PE teachers, paraprofessionals, special education teachers, and administrators. Strategy's Expected Result/Impact: Provide opportunities for classroom teachers, counselors, music teachers, technology teacher, librarian, PE teachers, paraprofessionals, special education teachers, and administrators professional development in different areas to include but limited to: Cosecha Conference PBIS Conference LSSSCA conference ASSSCA conference Texas Librarian Conference Autism Conference TEPSA TAHPERD Conference Region XIX ESC TCEA Conference Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - 211 ESEA, TI A IMP - \$10,000, - 199 GENERAL FUND - \$8,000		Formative			Summative
		Sept	Nov	Feb	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: : Although we have access to HQIM and to a viable curriculum and pacing guides, we are not seeing an adequate amount of academic achievement K-5. Root Cause: Individual professional development and coaching for areas where the intended and enacted lessons did not match the rigor or grade level appropriate text was not conducted systematically.

Goal 5: The District will include parents, community and business members in the education of all students.

Performance Objective 1: CTW will host collaborative events to expand and strengthen relationships with parents, businesses, and the community so that all are involved in the education of the students in Clint ISD.

Evaluation Data Sources: CTW will provide parents with opportunities to become involved in their child's education through various parent engagement activities.

Strategy 1 Details	Reviews			
Strategy 1: Host Coffee with the Principal and Pizza with the Principal quarterly to promote parental involvement. Strategy's Expected Result/Impact: Sign in sheets, increase parent involvement Staff Responsible for Monitoring: Administration, SEL Lead, CIS Coordinator, Counselor Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: - 211 ESEA, TI A IMP - \$2,500	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: CTW will host a Reading Night, Science Night, Math Night, and STAAR Night to increase community involvement. Strategy's Expected Result/Impact: agenda, sign in sheet Staff Responsible for Monitoring: administration, math quadrant, reading quadrant, PBIS quadrant, Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 ESEA, TI A IMP - \$8,000	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Maintaining a school wide focus on learning was an identified area of need in the 2023 CALL survey. Specifically in two areas: 1. Scheduling time for teachers to discuss student grades/grading practices. 2 The main focus of school-wide meetings focus is on announcements and culture building instead of presentations about instruction and opportunities for sustained discussions around instruction. **Root Cause:** The after school meetings and PLCs were focused on HQIM and RBIS in 22-23. There was a lack of PLC year at a glance schedule as well as a lack of after school PD schedule.