

# Waco Independent School District

## Cesar Chavez Middle School

### 2024-2025 Goals/Performance Objectives/Strategies



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# Goals

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

**Performance Objective 1:** Increase student achievement for all student groups in Reading and Math.

**Evaluation Data Sources:** STAAR Results, A-F Rating, DDI process in PLC, TCA, Interim Assessments, STAR Renaissance

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure the master schedule allows for vertical planning time for core content teams in Professional Learning Communities.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure lesson alignment and professional development support through teacher modeling, data analysis, and lesson plan development</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.5</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> <p>- <b>Targeted Support Strategy</b></p>	Formative		
	Jan	May	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide one planning day for each core area prior to the beginning of each unit to ensure rigorous Tier instruction with aligned objectives, exemplars, performance tasks, and success criteria.</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> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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>Targeted Support Strategy</b></p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will have one-on-one data meetings with all core teachers following unit and district assessments, STAR Renaissance, and interim assessments to monitor progress and ensure targeted intervention.</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> Core Teachers, Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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>Targeted Support Strategy</b></p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Plan and implement Data Driven Instructional (DDI) practices to review student achievement data, identify areas of procedural or conceptual misunderstandings, and construct reteach plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will identify conceptual and procedural student misunderstandings to develop a specific reteach plan and coaching support will be provided during and after the data meeting by a multi-classroom leader, master team reach teacher, or instructional specialist.</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Teach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.5, 2.6</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 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize Relay Graduate School of Education to improve upon the weekly planning meeting and identifying the productive struggle in daily lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will identify the productive struggle in lessons and plan for far off, almost there, and partially there student responses.</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Conduct one on one data meetings and create targeted professional development plans from the multiple points of data to build teacher efficacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify action steps and create specific professional development plans for individual teachers</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide teachers the opportunity to conduct data driven learning walks using the TTESS rubric to observe, reflect, and collaboratively improve instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will collaborate with colleagues and campus instructional leaders utilizing a reflective approach to enhance instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>


Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Conduct leadership calibration walks to ensure leadership team members are aligned in identifying and scoring effective instructional practices and implementing action coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Evaluate the implementation of lesson plans to identify patterns and trends to guide professional learning plans and aligned feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Instructional Specialists will collaborate with multi-classroom leaders, master team reach teachers, and classroom teachers to identify and meet the needs of at-risk students in all subject areas and provide instructional support to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students identified at-risk will show academic progress. Teachers will have instructional support.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Specialist Salary - Title 1 - \$77,595, Instructional Specialist Salary - Title 1 - \$79,198</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>


Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide multi-classroom leaders and master team reach teachers who will lead collaborative core teams, create/co-create instructional tools/materials, and analyze student/teacher data to improve student achievement and teacher development and retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement, teacher development, and teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Multi-Classroom Leader II Stipend (x4) - Title 1 - \$73,148, Master Team Reach Teacher Stipend (x4) - Title 1 - \$22,859</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Build student background knowledge and provide engaging real-world experiences through field trips that enable students to make connections to classroom learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to make real world connections to written text.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>



Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Provide reach associates for multi-classroom leaders to maximize instruction and increase student achievement through small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals and Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Reach Associate - Title 1 - \$32,283</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Utilize a library media specialist to serve as a library materials expert and curriculum advisor. Involve the library media center in the instructional programs of the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved library services, increased circulation rates, supplement reading instruction</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Improve access and usage of technology by purchasing computers, laptops, equipment, and licenses to increase student achievement of all student populations; repair broken laptops as needed to ensure technology is uninterrupted.</p> <p><b>Strategy's Expected Result/Impact:</b> Usage reports from software show teachers are utilizing programs and students are making academic gains</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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





**Performance Objective 2:** Plan and execute an effective Response to Intervention plan to support increased student achievement for all sub groups.

**Evaluation Data Sources:** District and Campus Assessments, STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> In collaboration with the Waco ISD Bilingual department, provide professional development on differentiation strategies for English Language Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement ESL strategies to improve achievement outcomes for LEP students on campus/district assessments and increase in level descriptors on TELPAS assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist - Special Programs</p> <p><b>Title I:</b> 2.6</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> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In collaboration with the Special Education Department, provide professional development on differentiation strategies 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> Instructional Specialist - Special Programs, SPED teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop clear processes and systems for Data Driven Instruction to increase differentiated instruction based on the conceptual and procedural student misconceptions as evidenced by student work on assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Misconceptions identified prior to teaching and then reanalyzed after assessment to ensure targeted reteach</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.4, 2.6</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 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> At Risk Specialist will collaborate with campus instructional leadership team to analyze BOY, MOY, and EOY STAR Renaissance, STAAR, and campus and district assessments to identify and tier students to ensure they receive multi-system tiered of support for student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted support to increase student achievement during WIN time, SIT, and classroom</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Multi-Classroom Leaders, Team Reach Teachers, Instructional Specialists, Special Programs Instructional Specialist, At-Risk Specialist, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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> <p><b>Funding Sources:</b> At Risk Specialist - State Compensatory Education - \$49,905</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize 2 math and 2 reading SIT teachers to support Tier 3 students who are identified as performing below grade level and who have not met standard on STAAR assessments for consecutive years.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students making growth in reading and math; progress monitor at MOY and EOY</p> <p><b>Staff Responsible for Monitoring:</b> SIT Math and Reading Teachers, Instructional Specialists, At-Risk Specialist, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> SIT Teacher Salary x 4 - State Compensatory Education - \$277,607</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide after school enrichment and Saturday School for students to engage in relevant, engaging activities that are tailored to what students need.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted sub groups will see increase in student achievement scores in core content and also make up attendance days,</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, PEIMS, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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> <p><b>Funding Sources:</b> - Title 1 - 211.11.6118.00.043.30.000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Purchase targeted resources to support foundational skills and priority TEKS within Tier 2 and 3 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students having access to rigorous intervention materials that provide targeted support and assist in attaining student growth</p> <p><b>Staff Responsible for Monitoring:</b> Multi-classroom leaders, Master Team Reach Teachers Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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> <p><b>Funding Sources:</b> Instructional Materials - Title 1 - \$15,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Utilize the campus leadership team and student assistance team to coordinate meetings, construct plans for intervention and accelerated instruction, and progress monitor all sub groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Tiered students will have RTI plans, progress monitoring, and receive documented services to ensure academic progress</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, At-Risk Specialist, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> 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>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Develop and implement plans, systems, and processes to improve campus A-F rating and remove "Comprehensive" label to ensure academic success for students.





**Performance Objective 1:** Develop campus instructional leaders (principal, assistant principals, instructional specialists, multi-classroom leaders, master team reach teachers, campus support specialists, counselors) with clear roles and 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> Continue Action Coaching from TIL (Texas Instructional Leadership) framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Observation and feedback calendars, observation and feedback scripts, improved leader and teacher performance</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Professional Development, 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</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></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 from (TIL) Texas Instructional Leadership framework for Principals and Leadership designee(s).</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment calendar, data meetings, reteach plans, feedback, and responsive professional development support</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct weekly meetings with the Instructional Leadership Team 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> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct calibration walks to analyze trends in instruction and identify campus-wide problems of practices to inform professional development plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide targeted leader and teacher development, develop tailored professional development plans and job-embedded professional development</p> <p><b>Staff Responsible for Monitoring:</b> Multi Classroom leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.5</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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>







Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Partner with district and campus leaders and Relay Graduate School of Education 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, written frameworks, processes and procedures, improved professional practice</p> <p><b>Staff Responsible for Monitoring:</b> Multi-classroom leaders, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <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 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Attend A-F Accountability Training to identify targeted domains and discuss strategies for improvement in campus rating.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement in Domain II School Progress from a "D" to a "C"</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Develop and implement plans, systems, and processes to improve campus A-F rating and remove "Comprehensive" label to ensure academic success for students.

**Performance Objective 2:** Meet TEA requirements for schools labeled as Targeted Improvement and/or Comprehensive by implementing the Effective Schools Framework.

**Evaluation Data Sources:** A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans Submitted to TEA

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to implement and update role and responsibilities of campus instructional leaders to improve daily functions and monitor improvements that address the causes of low performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus instructional leaders will increase their instructional leadership capacity</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, 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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Improve campus leadership through scheduled, job-embedded professional development consistent with best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus leaders will increase their skills for providing support and feedback to teachers through practice-based professional development, evidenced by revised plans, scripts, and processes</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Professional Development, Executive Director of Secondary Education, Principal</p> <p><b>Title I:</b> 2.5</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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Establish a calendaring and coaching system to maximize a leaders' engagement in instructional leadership responsibilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Coordinated calendar that is planned to ensure all teachers receive consistent and frequent observations and feedback. Instructional leaders will attend professional learning communities.</p> <p><b>Staff Responsible for Monitoring:</b> Multi-classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, 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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Collaborate with Region 12 on high leverage leadership practices prioritized in Targeted Improvement Plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure support of Effective Schools Framework plans and documentation with fidelity</p> <p><b>Staff Responsible for Monitoring:</b> Multi-classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Ensure student growth by providing enrichment opportunities that engage and inspire all students.


**Performance Objective 1:** Fifty percent of students will meet or exceed their targeted growth in Domain II in reading and math.


**Evaluation Data Sources:** Unit and district assessments, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Core teachers develop reteach plans based on conceptual misunderstandings and monitor progress using formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 50% of students will meet or exceed growth goals in reading and math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> 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> Use multiple data sources to identify students in need of after school Fall and Spring enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase expected growth percentage of students in meets and mastery level</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Multi-Classroom Leaders, Master Team Reach Teachers, Assistant Principals, Instructional Specialists, Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> 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> Evaluate and maintain the number of AVID students who demonstrate college readiness by scoring at "Meets and/or Masters" level on assessments and STAAR, with continued support through AVID.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of students identified college and/or career ready</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AVID Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.5</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>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Target specific students for acceleration via small group instruction to "Meets" and "Masters" based on student data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students who score "Meets" and Masters" on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide training and opportunities to attend conferences for AVID through the Summer Institute to ensure proper training.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will implement AVID strategies that will assist effective Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Teacher, AVID trained Classroom Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> AVID Institute - State Compensatory Education - \$8,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 3:** Ensure student growth by providing enrichment opportunities that engage and inspire all students.

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

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review TELPAS data to identify ELL students in need of interventions and provide after school tutoring for students who are not progressing in at least one of the four TELPAS domains.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall TELPAS points in Domain III</p> <p><b>Staff Responsible for Monitoring:</b> ELLA Teacher, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.4, 2.6</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> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Purchase resources, as needed, to support the reinforcement of priority TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize resources for classroom and intervention support.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.4</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 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> Purchase technology resources, such as devices, projectors, speakers, or headphones, and poster printer/materials to increase student engagement and support online learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of the resources both in classroom and tutoring sessions, during reading/math intervention small groups, which results in improved unit and district assessments, interim assessments, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Principal</p> <p><b>Title I:</b> 2.4, 2.6</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>	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 4:** Align programs and processes to recruit, support, and retain highly qualified teachers and decrease the teacher turnover rate.

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

**Evaluation Data Sources:** Teacher Turnover Rate, Number of Teachers Recruited, Teacher Satisfaction Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attend WISD job fairs/college job fairs, to recruit highly qualified teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the number of qualified applicants and improved selection process, ultimately reducing teacher attrition.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Leaders, Multi-classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Maximize the impact of the WISD mentor program by strategically pairing new teachers with experienced mentors based on subject area.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance first-year teacher retention and effectiveness through the WISD mentor program, fostering a supportive and collaborative school environment.</p> <p><b>Staff Responsible for Monitoring:</b> New Teacher Coordinator, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a program of regular Staff Engagement Surveys to proactively identify and address employee concerns, fostering a culture of engagement and retention.</p> <p><b>Strategy's Expected Result/Impact:</b> Proactive identification and addressing of employee concerns and fostering a culture of engagement and retention.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p> <p><b>Title I:</b> 2.4</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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Empower staff through strategic committee participation by matching staff interests and strengths with relevant committees focused on professional development and school improvement initiatives and improve upon staff input on campus initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Cultivate a culture of empowered staff contributing to school improvement by enhancing professional development and leadership skills and through strategic committee participation aligned with interests and strengths.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> Cultivate a culture of appreciation through a comprehensive program of organizing diverse appreciation events throughout the year that cater to various interests, including food trucks, holiday meals, and birthday celebrations. Solicit teacher input on preferred recognition activities to ensure they resonate with staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Boost staff morale, engagement, and well-being through a comprehensive appreciation program that demonstrates appreciation that resonates, empowers, and fosters a sense of value to enhance staff commitment and retention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, Counselors, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 4.1</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 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Leverage the "Eagle Pride" Smore newsletter to foster a positive and informed school community by tailoring content to address staff needs and interests and highlight staff achievements/contributions, upcoming behavior support/tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Cultivate a more positive, informed, and engaged school community through the newsletter and specifically to enhance teacher satisfaction and belonging, strengthen communication and collaboration, and increase teacher retention.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Library Media Specialist, Counselors, Assistant Principals, 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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Align programs and processes to recruit, support, and retain highly qualified teachers and decrease the teacher turnover rate.

**Performance Objective 2:** Develop and implement a professional development plan to support teacher growth.

**Evaluation Data Sources:** Improvement in teacher walk throughs and observations, increased student achievement.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop a multi-tiered professional development program for campus leaders that leverages Action Coaching principles focusing on data analysis skills and differentiated instructional coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Observation and feedback schedules and coaching scripts utilizing the Get Better Fast Model.</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, 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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a tiered professional development program focused on data-driven instruction (DDI) with Instructional Leadership Team participating in in-depth DDI planning sessions and developing a differentiated professional development plan for teachers based on the data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Support teachers in planning reteach and enrichment lessons to close student gaps or enhance instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, 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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Administrative and instructional leadership teams will attend PLC+ training to implement new professional learning community processes and procedures. Campus will purchase PLC+ materials for leaders and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize PLC+ professional development to increase PLC effectiveness and improve upon teacher efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, 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</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Leverage Emergent Tree to support a data-driven approach to classroom management.</p> <p><b>Strategy's Expected Result/Impact:</b> All teacher/staff utilize SRR as the behavior management tool to outline clear expectations for behavior in the classroom and throughout the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Support Specialists, Assistant Principals, Principals.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, 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> Provide professional development in small group instruction for all contents to ensure effective 90 minutes of instruction in a block schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Systematic interventions implemented for small group remediation</p> <p><b>Staff Responsible for Monitoring:</b> Multi-classroom Leaders, Master Team Reach Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><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>
<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:** Create a safe and supportive environment that advances the learning for every student.

**Performance Objective 1:** Implement strategies to support the safety and well being of students.

**Evaluation Data Sources:** ESF Survey, Parent Involvement Participation Rates, Campus Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create a plan that outlines the roles and responsibilities of the threat assessment team.  <b>Strategy's Expected Result/Impact:</b> Communicated plan that mitigates threats to student safety  <b>Staff Responsible for Monitoring:</b> Campus Support Specialists, Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b>                      2.6  <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 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.  <b>Strategy's Expected Result/Impact:</b> Campus EOP is in compliance with district and state requirements  <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p> <p><b>Title I:</b>                      2.6  <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> Identify strategies to evaluate the levels of threat risk and the appropriate response strategies and review the campus emergency operations plan with staff.  <b>Strategy's Expected Result/Impact:</b> Ensure all staff have a clear understanding of the standard response protocol.  <b>Staff Responsible for Monitoring:</b> Campus Leadership Team</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> Ensure all staff and student wear identification badges.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus personnel can easily identify outside visitors to the campus and enhance school safety</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Support Specialists, Assistant Principals, Principals</p> <p><b>Title I:</b> 2.6</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 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Purchase a tardy system to track and document student tardies.</p> <p><b>Strategy's Expected Result/Impact:</b> Track tardies, implement consequences, increase communication to parents, and decrease overall daily student tardies.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Attendance Clerk, Campus Support Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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> 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> Head Custodian, Custodians, Director of Maintenance, Assistant Principals, 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 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Purchase District mandated clear back packs for students to transport instructional materials to/from classes and home.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus officials can easily see into students back pack to insure safety for all.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Support Specialists, Assistant Principals, Principal</p> <p><b>Funding Sources:</b> Clear back packs - Title 1 - \$5,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Purchase cell phone locker cabinets for every classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease incidents of theft and ensure active instructional engagement from students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Support Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 5:** Create a safe and supportive environment that advances the learning for every student.

**Performance Objective 2:** Coordinate community/business partnerships to benefit students, teachers, and community.

**Evaluation Data Sources:** Parent Surveys, Parental Involvement Participation Rates

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish expectations for student mentorship with educational partners, utilizing the Leader in Me approach.</p> <p><b>Strategy's Expected Result/Impact:</b> Target specific skill development to support student learning</p> <p><b>Staff Responsible for Monitoring:</b> Campus Support Specialists, Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.5, 2.6</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 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Evaluate strengths and opportunities of community partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify strategies to strengthen partnerships to enhance student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Support Specialists, Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Create a safe and supportive environment that advances the learning for every student.





**Performance Objective 3:** Implement a behavior intervention program and support system to ensure equity and student success.

**Evaluation Data Sources:** ESF Survey, Student Discipline Records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to implement and provide continuous training on Emergent Tree, Core Values of Be Safe, Be Respectful, Be Responsible, Check-In, Check-Out (CICO), and Daily Behavior Report Cards (DBRC's) 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> Campus Support Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create rich and meaningful character-building experiences by continuing Character Strong SEL lessons during WIN time with fidelity checks by leadership team.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily meetings with targeted character-building, monthly celebrations of students who exemplify character traits. Students demonstrate self-awareness and make good choices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Support Specialists, Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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 for exemplifying core values of safe, respectful, responsible. Students will receive behavior incentives and be recognized in the classroom, on campus announcements, and posted on CCMS Facebook.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive student outcomes as a results 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> Teachers, Paraprofessionals, Campus Support Specialists, Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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 the district policy to address any threats of bullying utilizing the Stop-It Application.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will feel safe reporting bullying concerns to campus administration or by utilizing the Stop-It platform; bullying investigations will be completed according to district guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Support Specialists, Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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> Support teachers and staff in implementing tiered behavioral intervention programs and behavior support through Emergent Training on skill building, acknowledgement, correction, connection, data information, and systems support.</p> <p><b>Strategy's Expected Result/Impact:</b> All students in need of behavior supports will have active MTSS plans. Evidence will include accurately tiered students with active behavior plans in Branching Minds and up-to-date progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Support Specialists, Counselors, Multi-classroom leaders, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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> Implement No Place for Hate to support social emotional learning for all students.  <b>Strategy's Expected Result/Impact:</b> Create a safe social emotional learning environment for all students.  <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b>  2.6  - <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 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implement the Emergent Tree universal behavior screener to construct behavior system campus action plans.  <b>Strategy's Expected Result/Impact:</b> Analyze screener data and use specific criteria to identify students who need specialized behavioral support.  <b>Staff Responsible for Monitoring:</b> Campus Support Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b>  2.6  - <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 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Campus Support Specialists will provide ongoing behavior support for teachers and students by implementing effective behavior strategies, interventions, and professional development.  <b>Strategy's Expected Result/Impact:</b> Decrease in Tier 2 and 3 administrative action Fast Forms, decrease in teacher behavior calls for Tier 1 behavior, increased teacher accountability for classroom management  <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, 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 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Utilize Tier 1 campus behavior team to analyze behavior data, tier students, coordinate on services and progress monitor students to determine if adjustments are needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement strong Tier 1 supports and reduce the number of students requiring Tier 2 and Tier 3 interventions</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Support Specialists, Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <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 6:** Engage, inform, and build trust with students, staff, parents and community.

**Performance Objective 1:** Implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, and parents.





**Evaluation Data Sources:** Communication Documents, Parent Engagement Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Purchase and promote the parent resource center focusing on academic connection to home to increase student achievement and student resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase usage of parent resource center</p> <p><b>Staff Responsible for Monitoring:</b> Receptionist, Counselors, Communities in School</p> <p><b>Title I:</b> 4.1</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>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure all communication regarding parent involvement opportunities is in English and Spanish, including technology assistance.</p> <p><b>Strategy's Expected Result/Impact:</b> Diverse representation at school events</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use Blackboard 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 CCMS</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Host an eighth grade parent night in preparation for high school transition and fifth grade parent night for middle school transition.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide information for a successful high school and middle school transition</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, High school Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6, 4.1</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title I Parent Involvement</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use social media platform (Facebook, email) to keep parents consistently informed and spotlight learning and campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> Reach more parents through frequent communication using a variety of modes including digital platforms</p> <p><b>Staff Responsible for Monitoring:</b> Library Media Specialist, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.5, 4.1</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> Conduct regular Campus Decision Making Committee (CDMC) meetings and ensure CDMC meetings are posted on campus website to ensure stakeholders are aware.</p> <p><b>Strategy's Expected Result/Impact:</b> Honoring the voice of the school community and increase diverse representation in decision-making</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p> <p><b>Title I:</b> 4.1</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> Utilize CNS to provide food and/or snacks for families at campus wide events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent attendance with nutrition and activities scheduled during meal times</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</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 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide extra duty pay for paraprofessional staff to support campus events as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff support successful events by helping with child care, preparing materials, and attending family engagement events.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, Principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>



Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Conduct parent involvement activities throughout the year, including Meet the Teacher, Open House with Title I Parent Involvement Policy/Plan, Hispanic Heritage STEAM Night, Fall Choir and Band Program, Data Night, Black History Month, Spring Band and Choir concerts.</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> Events Committee, Teachers, Counselors, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 4.1</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 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Create parent newsletter to communicate with families and community about campus activities and celebrations, district/campus calendars, Character Strong, district/campus initiatives, and attendance/behavior/campus data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased campus and community connection</p> <p><b>Staff Responsible for Monitoring:</b> Library Media Specialist, Assistant Principals, Principal</p> <p><b>Title I:</b> 4.1</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 6:** Engage, inform, and build trust with students, staff, parents and community.

**Performance Objective 2:** Increase overall student attendance from 91.6% to 94% through incentives and interventions.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</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 Attendance Clerk, Campus Secretary, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recognize grade levels with 94% attendance averages at the end of each six weeks and individual students with perfect attendance through the use of certificates, book vending machine, and other awards to emphasize the importance of staying in school and not dropping out.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will improve to 94%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, PEIMS Attendance Clerk, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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> Purchase instructional supplies for Saturday attendance make up activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement during attendance make ups</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement Attendance Review Committee to monitor attendance and provide intervention strategies for students with chronic absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance and have individualized plans in place for students who are chronically absent</p> <p><b>Staff Responsible for Monitoring:</b> Paraprofessionals, PEIMS Attendance Clerk, PEIMS Registration Clerk, Counselors, Campus PCL, Assistant Principals, Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</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 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Conduct 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; ensure clear communication with parents about attendance accountability</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Registration Clerk, Attendance Registration Clerk, PCL, Counselors, Assistant Principals, Principal</p> <p><b>Title I:</b> 2.6</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>



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 6:** 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.

**Evaluation Data Sources:** Photos, Banners in Building

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Communicate and celebrate each student's graduation year through the use of hallway banners/hallway bulletin boards.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop common language and excitement about graduation</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Assistant Principals, 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>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Work with UHS staff to schedule a date and time for 8th grade students to tour the high school campus in preparation for high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will see what high school looks like and students will be excited about their high school experience</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Assistant Principals</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>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			