

Trinity Basin Preparatory
South Campus
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We currently have 483 students enrolled on our campus. Are ratio of females and males is almost split in half with 235 females and 248 males.

Hispanic: 181 37.47%

Black: 183 37.89%

White: 90 18.63%

EcoDis: 348 72.05%

LEP: 58 12.01%

SpEd: 72 14.91%

504: 39 8.07%

Dyslexic: 29 6%

50% of our teachers this year are provisional.

Demographics Strengths

Our campus is a very diverse campus in regard to both students and staff. Our Fine Arts program is a wonderful opportunity for our students since many of them come from low-income families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Helping students to close learning gaps in all demographics on campus. **Root Cause:** Lack of effective processes in regard to monitoring student progress and collecting data which lead s to effective intervention.

Student Learning

Student Learning Summary

2024 STAAR Data:

3rd Grade:

Reading: **Did Not Meet: 39.73% Approaches: 26.03% Meets: 24.66% Masters: 9.5%**

Math: **Did Not Meet: 46.38% Approaches: 26.09% Meets: 23.19% Masters:4.35%**

4th Grade:

Reading: **Did Not Meet 36.51% Approaches:36.51% Meets: 17.46% Masters:9.32%**

Math: **Did Not Meet: 69.84% Approaches: 14.29% Meets: 11.11% Masters: 4.35%**

5th Grade:

Reading: **Did Not Meet: 25% Approaches: 42.19% Meets: 23.44% Masters: 9.38%**

Math: **Did Not Meet: 48.44% Approaches: 34.38% Meets: 15.62% Masters: 1.56%**

Science: **Did Not Meet: 68.25% Approaches: 23.81% Meets: 7.94% Masters:0%**

6th Grade:

Reading: **Did Not Meet: 30.43% Approaches: 19.57% Meets: 23.91% Masters: 26.09%**

Math: **Did Not Meet:50% Approaches: 30.43% Meets: 10.87% Masters: 8.7%**

Student Learning Strengths

STAAR Strengths:

3rd Grade Reading: **Did Not Meet: 39.73% Approaches: 26.03% Meets: 24.66% Masters: 9.5%**

4th Grade Reading: **Did Not Meet 36.51% Approaches:36.51% Meets: 17.46% Masters:9.32%**

5th Grade Reading: **Did Not Meet: 25% Approaches: 42.19% Meets: 23.44% Masters: 9.38%**

6th Grade Reading: **Did Not Meet: 30.43% Approaches: 19.57% Meets: 23.91% Masters: 26.09%**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students scored significantly low on the Math STAAR test in grades 3-6. **Root Cause:** The lack of teacher preparedness has contributed to our students not being adequately prepared for the Math STAAR tests. This, in turn, has affected their readiness for advancing to the next grade.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction: We are in our second year of using High-Quality Instructional Material in math and reading curriculum. Eureka and Carnegie are our math curriculum and Amplify is our reading curriculum. SWICs are provided every 6 weeks which serves as a scope and sequence for the teachers. Reading and math have a one-stop shop to allow teachers to have easy access to items they may need to help them with planning their lessons.

Professional Development: Teachers were provided Professional Development beginning in July before the school year began. Most grade levels are departmentalized to make learning and implementation of the curriculum an easier task to tackle for the teachers. PK3, PK4, and one class in Kinder and First are self-continued due to enrollment numbers. Weekly CBPLs are held for math, science, and reading. Teachers are also allowed to observe other teachers either on our campus, or on other campuses as needed. We have district content coaches that help support our teachers: RLA: Emily Parkins, Katrina McNeal, Math: Heather Simmons, and Early Childhood: Brooklyn Robinson.

Leadership & Decision-Making Processes: Our leadership team consists of the following individuals:

Audrey Mason, Principal

Stephanie Behrens, Assistant Principal

Crisanta Searway, Counselor

Erika Wendt and Tracy Lang, Student Interventionist

Heather Simmons, Math Coach

Emily Parkins and Katrina McNeal, RLA Coaches

Brooklyn Robinson, Early Childhood Coach

We also have various committees that help make sure special events and Family Engagement Activities are scheduled and implemented.

Communication: Mrs. Mason communicates weekly through a newsletter to the staff and a separate one to the families of our students. Morning messages are sent to staff at 6:30 am as needed. We use Parent Square and Hootsuite (Facebook) for our mass communications. Teachers communicate weekly with their parents through Parent Square.

Organization and Context: Our campus has grades PK3-7th this school year. We have 1 section of PK3 with an am and pm class. We have 4 sections of PK4, and 3 sections of Kinder, First, and Second grades. There are 4 sections of third, fourth, fifth, and 6th. We have 2 sections of 7th grade. In grades kindergarten through third all students get to participate in PE/Dance and theater, music/piano, and Pre-Tech. In grades 4th-7th the students were able to choose the fine arts they wanted to take for the year. Our PreK class holds specials in the classroom and is conducted by the aides.

Scheduling: Our school day officially starts at 7:45 am and ends at 3:20 pm. All grade levels eat in our cafeteria for 30 minutes. Each grade level also has a 15-minute recess. "Special" times are 60 minutes. We also have a 60-minute built-in intervention time for our students where they can receive extra support.

Support Services: We offer dyslexia, special education support, intervention support, and support for our ESL students. Some students receive support in areas where they may have gaps in math or reading within their classroom, while others, who may be a little farther behind, receive support during Accelerated Instruction time with another teacher. We have an after-school program through Clayton Youth. They provide support to our students with their homework and work on students' social skills as well.

Extracurricular/Cocurricular Opportunities: Our campus has a Leadership Club that has been around for 5 years. Students in grades 4-6 are nominated by staff to participate. They have to write an essay and maintain good behavior and grades while in leadership. Each year we have a dance recital, and our theater department has a show. This year they will be performing Talent Show and "Hamlet". Students have to audition. The students are in charge of the whole production, from costumes and makeup to sound and lighting. Our shows are performed at the TBP West Campus.

Technology Integration/Plan: All students in 1st-7th grade have been assigned their laptops for use in the classroom. Kindergarten and PK have access to iPads. This is our second year that we have a Pre-Tech class as an "elective". Students are learning keyboarding, coding, and how to create a website.

School Processes & Programs Strengths

Our Fine Arts programs draw families in our community to our campus. Our students can participate in dance, as well as learn piano, acting, and technology skills. All of these are preparing them for 21st century learning.

Our smaller class sizes are a benefit for both the students and the teachers.

With the continuation of the use of the High-Quality Instructional Material (HQIM), which is Eureka/Carnegie and Amplify, it will help our students succeed in both math and reading.

A strength that benefits all of our teachers is the coaches and specialists visiting weekly to check in on our teachers. With the many years of educational knowledge, it will only support our campuses provisional teachers grow in their positions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are overwhelmed with lesson planning and internalizing lessons. **Root Cause:** Half of my staff are provisional teachers.

Perceptions

Perceptions Summary

The school culture with the staff and students on our campus needs some changes. Most of the teachers returned this school ready to make the necessary changes. We added on grade levels and added new sections of established grade levels which meant hiring several more teachers.

We are using Teach Like a Champion Strategies introducing 4 at a time until we have majority compliance from teachers and then new ones will be introduced. This is to help with the student culture and classroom management.

Attendance at our Family Engagement Nights is well attended by all. We have multiple opportunities for parents to be involved in Family Engagement Activities throughout the school year.

August 8, 2024- Meet the Teacher

September 19 and 20, 2024-Breakfast with Buddies

October 5, 2024- Talent Show

October 24, 2024: Math-o-Ween

February 2024: I Love Reading (Literacy Night)

February 22 and 23, 2024- Hamlet

February 2024: Living Wax Museum

March 6, 2024: Read Across America (Literacy Night)

March 8, 2024-Dance Recital

April 24, 2024-Fiesta/Carnival Night

Awards Ceremonies week of May 19th

My expectation for the campuses is to be a welcoming place for students and parents.

Perceptions Strengths

Because of our diversity of our campus lends itself to make a great community of students, parents, and staff. Most stakeholders agree with the way Trinity Basin Preparatory conducts school. Some have been with HPA for years and are struggling with all of the changes. Many outside visitors make comments about how welcoming we are as a campus. The students are very happy and love school. Our students are very supportive and inclusive of students with disabilities.

Our families are very supportive in attending school events such as Family Engagement Activities, class parties, Field Day, Fine Arts performances and other events throughout the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The changes being made from HPA to TBP have been difficult for some of our parents. **Root Cause:** TBP expectations being put into place during this transition year.

Priority Problem Statements

Problem Statement 1: Helping students to close learning gaps in all demographics on campus.

Root Cause 1: Lack of effective processes in regard to monitoring student progress and collecting data which lead s to effective intervention.

Problem Statement 1 Areas: Demographics - Demographics

Problem Statement 2: Students scored significantly low on the Math STAAR test in grades 3-6.

Root Cause 2: The lack of teacher preparedness has contributed to our students not being adequately prepared for the Math STAAR tests. This, in turn, has affected their readiness for advancing to the next grade.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers are overwhelmed with lesson planning and internalizing lessons.

Root Cause 3: Half of my staff are provisional teachers.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The changes being made from HPA to TBP have been difficult for some of our parents.

Root Cause 4: TBP expectations being put into place during this transition year.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 1: Performance Objective 1: All PreK-12th grade learners will be provided high quality Tier 1 instruction that is aligned to the TEKS

Strategy 1 Details		Reviews			
Strategy 1: District TEK aligned HQIM will be the main source of curriculum and professional development will be provided for unit packing ultimately impacting the quality of instruction delivered. Strategy's Expected Result/Impact: Expectations for CBPL's: Lesson annotated in the Teacher Edition Lesson internalization Lesson rehearsal Data Point Staff Responsible for Monitoring: Administration Instructional Strategist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1		Formative			Summative
		Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: CBPLs will allow for lesson rehearsals to ensure the first teach is the best teach for all classes. Strategy's Expected Result/Impact: Rehearsals provide an excellent opportunity for the teacher to refine their lesson plan. By asking questions and receiving feedback from colleagues or mentors, the teacher can identify potential areas of improvement, clarify complex concepts, and ensure that the pacing is appropriate. This collaborative process can lead to a more engaging and effective lesson when it's presented to students. Plus, it fosters a supportive environment where educators can learn from one another! Staff Responsible for Monitoring: Administration Instructional Strategist Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students scored significantly low on the Math STAAR test in grades 3-6. Root Cause: The lack of teacher preparedness has contributed to our students not being adequately prepared for the Math STAAR tests. This, in turn, has affected their readiness for advancing to the next grade.

Goal 1: Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 2: Performance Objective 2: All subpopulation indicators will meet the academic targets in Closing the Gaps on the 2025 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

Strategy 1 Details	Reviews			
Strategy 1: Establish a systematic process for the leadership team, content leads to regularly review data and create super groups to track student progress. Strategy's Expected Result/Impact: Review Data during CBPLS Staff Responsible for Monitoring: Administration Instructional Strategist Problem Statements: Demographics 1 - Demographics 1	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Establish a routine data meeting driven by the district assessment calendar. Teacher will desegregate data, identify low performing students, and create a plan of action. Strategy's Expected Result/Impact: Data driven campus Staff Responsible for Monitoring: Administration SIS Title I: 2.4, 2.6 - Targeted Support Strategy Problem Statements: Demographics 1 - Demographics 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Helping students to close learning gaps in all demographics on campus. Root Cause: Lack of effective processes in regard to monitoring student progress and collecting data which lead s to effective intervention.

Goal 1: Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 3: Performance Objective 3: Implement a comprehensive Lesson Internalization Framework to ensure that 100% of educators effectively internalize, adapt, and deliver lessons aligned with curriculum standards, fostering consistent and high-quality instruction across all classrooms

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the district provided lesson plan template, annotate and participate in lesson internalizations routinely. Strategy's Expected Result/Impact: Teacher will be able to find misconceptions and ways to differentiate the lessons for students who may need it. Staff Responsible for Monitoring: Administration and campus RLA and Math strategists TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Admin team will conduct learning walks and classroom visits after CBPLs to observe teacher instructional delivery, student response, and outcomes. Lesson internalization plans will be used as a guide to measure the turnaround of feedback and internalization. Strategy's Expected Result/Impact: By observing teachers in action, the admin team can identify strengths and areas for improvement in instructional delivery, leading to more effective teaching practices. Staff Responsible for Monitoring: Administration Team TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students scored significantly low on the Math STAAR test in grades 3-6. Root Cause: The lack of teacher preparedness has contributed to our students not being adequately prepared for the Math STAAR tests. This, in turn, has affected their readiness for advancing to the next grade.
School Processes & Programs
Problem Statement 1: Teachers are overwhelmed with lesson planning and internalizing lessons. Root Cause: Half of my staff are provisional teachers.

Goal 2: Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 1: Performance Objective 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners

Strategy 1 Details	Reviews			
Strategy 1: Quantitative Data-Gather data from formal assessment and implement progress monitoring. Data collections throughout the academic year will drive intervention groups and action plans (mclass, ixl, progress monitoring, etc.) Strategy's Expected Result/Impact: Regular analysis of student data will enable instructional leaders to make informed, evidence-based decisions regarding curriculum and instructional strategies. Staff Responsible for Monitoring: Administration SIS Title I: 2.4 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use T-TESS Knowledge of Students to make instructional adjustments to address strengths, gaps in background knowledge, life experiences and set academic expectations that challenge all students Strategy's Expected Result/Impact: By addressing individual strengths and gaps in background knowledge, students are more likely to experience growth in their academic performance. Staff Responsible for Monitoring: Administration SIS Title I: 2.4 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students scored significantly low on the Math STAAR test in grades 3-6. **Root Cause:** The lack of teacher preparedness has contributed to our students not being adequately prepared for the Math STAAR tests. This, in turn, has affected their readiness for advancing to the next grade.

Goal 2: Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 2: Performance Objective 2: Campus instructional leaders utilize training and ongoing district coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback).

Strategy 1 Details	Reviews			
Strategy 1: Organize comprehensive training workshops for instructional leaders focusing on key areas: instructional materials alignment, data-driven instruction, leading effective professional development, and observation/feedback techniques. Strategy's Expected Result/Impact: Instructional leaders will improve their ability to align instructional materials with curriculum standards, leading to more effective teaching strategies in classrooms. Staff Responsible for Monitoring: Administration Coaches SIS Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Establish regular CBPL meetings for instructional leaders to review student data and instructional practices. Encourage collaborative analysis to identify areas for improvement and celebrate successes. Strategy's Expected Result/Impact: Regular meetings will foster a sense of accountability among leaders, as they collectively monitor progress and outcomes, ensuring that goals are met. Staff Responsible for Monitoring: Administration Coaches SIS Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students scored significantly low on the Math STAAR test in grades 3-6. **Root Cause:** The lack of teacher preparedness has contributed to our students not being adequately prepared for the Math STAAR tests. This, in turn, has affected their readiness for advancing to the next grade.

Goal 2: Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 3: Performance Objective 3: Instructional leaders will provide professional learning, coaching, and support for classroom educators in implementation of Tier 1 instructional strategies with specific focus on small group instruction and using formative assessments in the classroom

Strategy 1 Details	Reviews			
Strategy 1: Implement coaching cycles where instructional leaders work closely with teachers over a set period, providing feedback and support as they implement Tier 1 strategies in their classrooms. Strategy's Expected Result/Impact: Regular, specific feedback from instructional leaders will enable teachers to identify areas for improvement and make necessary adjustments, fostering. Staff Responsible for Monitoring: Administration Coaches SIS Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Create opportunities for teachers to observe one another's small group instruction and formative assessment practices. Encourage structured reflection and discussion afterward. Strategy's Expected Result/Impact: Teachers will gain insights into different teaching styles and methods, broadening their perspective on effective small group instruction. Staff Responsible for Monitoring: Administration SIS Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students scored significantly low on the Math STAAR test in grades 3-6. Root Cause: The lack of teacher preparedness has contributed to our students not being adequately prepared for the Math STAAR tests. This, in turn, has affected their readiness for advancing to the next grade.

Goal 2: Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 4: Performance Objective 4: Continue progress on HB3 Board Goals (Early Literacy, Math, CCMR)

Strategy 1 Details	Reviews			
Strategy 1: Use data-driven approaches to identify students who are struggling and provide targeted interventions, such as small group instruction or one-on-one tutoring. Strategy's Expected Result/Impact: By continuously monitoring progress through data, educators can refine interventions, leading to higher rates of success in helping students meet grade-level expectations. Staff Responsible for Monitoring: Administration SIS Title I: 2.4 Problem Statements: Demographics 1 - Demographics 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Establish professional learning communities (CBPLs) for educators to collaborate, share best practices, and analyze student data together. Strategy's Expected Result/Impact: CBPLs will help identify specific areas where teachers need further training or support, leading to more targeted and relevant professional development opportunities. Staff Responsible for Monitoring: Administration Coaches	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Helping students to close learning gaps in all demographics on campus. Root Cause: Lack of effective processes in regard to monitoring student progress and collecting data which lead s to effective intervention.

Goal 3: Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 1: Performance Objective 1: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS will occur.

- Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social, emotional, behaviors).
- Strengthen and focus support systems for behavior (PBIS) and align/strengthen discipline practices,
- Training for classroom management and restorative practices (classroom agreements).

Strategy 1 Details	Reviews			
Strategy 1: Teachers will develop a deeper understanding of MTSS, leading to more effective implementation and evaluation practices. Strategy's Expected Result/Impact: A deeper understanding of MTSS will promote consistency in practices across classrooms and grade levels, ensuring all students receive equitable support. Staff Responsible for Monitoring: Administration SIS Title I: 2.6 Problem Statements: Demographics 1 - Demographics 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: The teacher will have an increased monitoring of student growth across academic, social, and emotional domains allowing for valuable insights, allowing for timely interventions and support. Strategy's Expected Result/Impact: Emphasizing restorative practices will help build stronger relationships between students and teachers, fostering a sense of community and accountability. Staff Responsible for Monitoring: Administration SIS Title I: 2.5 Problem Statements: Demographics 1 - Demographics 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Helping students to close learning gaps in all demographics on campus. **Root Cause:** Lack of effective processes in regard to monitoring student progress and collecting data which lead s to effective intervention.

Goal 3: Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 2: Performance Objective 2: Strengthen monitoring systems for attendance of learners, communication to families, and focused efforts on the creation of attendance intervention plans.

Strategy 1 Details	Reviews			
Strategy 1: Provide families with regular updates on their child's attendance through phone calls, emails, or newsletters, emphasizing the importance of consistent attendance. Strategy's Expected Result/Impact: Regular communication fosters stronger relationships between the school and families, encouraging parents to be more involved in their child's education and attendance. Staff Responsible for Monitoring: Administration PEIMS Title I: 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Create individualized attendance intervention plans for students identified as at-risk, outlining specific steps, resources, and support systems to improve attendance. Strategy's Expected Result/Impact: Families will feel more comfortable reaching out to the school for assistance or resources if they are regularly updated on attendance matters, leading to better support systems. Staff Responsible for Monitoring: Administration PEIMS District Support Title I: 4.1 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: The changes being made from HPA to TBP have been difficult for some of our parents. Root Cause: TBP expectations being put into place during this transition year.

Goal 3: Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 3: Performance Objective 3: Create and implement an extensive community engagement plan

Strategy 1 Details	Reviews			
Strategy 1: Form committees that include parents, community members, and educators to guide the engagement process and ensure diverse perspectives are represented. Strategy's Expected Result/Impact: Establishing committees fosters trust between the school and the community, as stakeholders feel their voices are valued and heard in decision-making processes. Staff Responsible for Monitoring: Administration Title I: 4.1 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Plan events such as workshops, informational sessions, and social gatherings to bring families into the school and foster community connections. Strategy's Expected Result/Impact: Schools can create a strong network of support that enhances student success, fosters a sense of belonging, and builds lasting relationships between the school and the community Staff Responsible for Monitoring: Administration Title I: 4.1 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: The changes being made from HPA to TBP have been difficult for some of our parents. Root Cause: TBP expectations being put into place during this transition year.

Goal 3: Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 4: Performance Objective 4 Maintain updated EOP and all required District safety, security, and wellbeing practices

Strategy 1 Details	Reviews			
Strategy 1: Organize drills (fire, lockdown, evacuation) to practice response procedures, ensuring all staff and students are familiar with safety protocols. Strategy's Expected Result/Impact: Regular drills ensure that both staff and students are familiar with safety protocols, leading to quicker and more effective responses during actual emergencies. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Establish a safety committee that includes staff, students, and parents to oversee safety practices and contribute to ongoing improvements. Strategy's Expected Result/Impact: Regular practice raises awareness of safety measures and protocols within the school community, promoting a culture of safety. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				