

Cedar Hill Independent School District

Collegiate Academy

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The Mission of Cedar Hill Collegiate Academy Middle School is to recognize, support, and promote success for highly motivated self-directed scholars

Vision

The vision of Cedar Hill Collegiate Academy Middle School is for students to become ambitious scholars equipped with critical thinking skills and perseverance to impact change.

Motto

Pride, Purpose, and Perseverance

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The needs assessment reveals several interconnected challenges impacting student performance, teacher morale, and parental engagement. Concerns about discipline fairness stem from a lack of sustainable professional development on the discipline matrix, which affects consistency and accountability. In academics, 18% of scholars did not meet expectations on the 2023-2024 math STAAR exams, attributed to a need for increased student engagement to ensure rigorous content delivery. Similarly, weaknesses in the RTI process contributed to poor performance in ELAR and science, with 2% of scholars not meeting ELAR standards and only 26% achieving mastery in science. In social studies, where only 19% of scholars achieved mastery, there is a need to enhance vocabulary use and connect content to students' reading levels and interests. Beyond academics, low parent and staff engagement in campus programs highlights gaps in communication and misalignment with stakeholders' needs and schedules. Finally, teachers feel their input is undervalued due to insufficient follow-up, unclear decision-making, and limited opportunities to share ideas. Addressing these root causes is crucial to fostering a supportive and effective educational environment.

Demographics

Demographics Summary

Cedar Hill Collegiate Academy Middle School reflects a diverse and dynamic demographic profile, with an enrollment of 350 scholars and a fully staffed campus where all teachers have at least two years of classroom experience, and 75% are fully certified. The school boasts a high attendance rate and an impressive graduation rate of 100% for Collegiate High School and 90% for Dallas College. However, challenges remain, as 48% of the population is identified as free/reduced lunch, with this group accounting for 49% of absences and 66% of behavioral infractions. Additionally, 40% of behavioral infractions are reported among the at-risk population, which comprises 25% of the campus but remains high-achieving. Behavior spikes are most notable during the 2nd and 6th marking periods, with the majority of infractions involving male scholars, and some students reflecting repeated disciplinary issues. Despite these challenges, the ELL population stands out as a high-achieving, though small, minority group, contributing to the campus's academic success. The campus is supported by a diverse staff population that works collaboratively to maintain a positive learning environment and support the success of all scholars.

Demographics Strengths

- The ELL population is high achieving but serves as a low minority.
- 25% of the campus is identified as at-risk but is high-achieving.
- 48% of the population is identified as free/reduced.
- Based on demographics, the campus has a diverse staff population.
- Enrollment is up to 350 scholars.
- Attendance is high.
- High graduation rate - 100% Collegiate HS, 90% Dallas College.
- The campus is fully staffed.
- All teachers have at least two years of classroom experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, teacher feedback indicated that current discipline practices are perceived as inconsistent and lacking accountability by 55%, leading to concerns about fairness for scholars. **Root Cause:** The administration did not review and adequately provide sustainable professional development for staff on the discipline matrix.

Student Learning

Student Learning Summary

Content	DNM	Approaches	Meets	Masters
ELAR	2%	98%	86%	51%
MATH	18%	82%	52%	12%
SCIENCE	6%	94%	75%	26%
SOCIAL STUDIES	14%	86%	47%	19%

Student Learning Strengths

- 6th-grade reading achieved 54% at the masters level.
- 7th-grade reading achieved 47% at the masters level.
- 8th-grade reading achieved 53% at the masters level.
- 8th-grade SS achieved 47% at meets or above.
- 6th, 7th, and 8th-grade reading utilized Achieve 3000 all year.
- 8th-grade science reported 75% at meets or higher.
- TELPAS performance grew, with more than 50% of scholars exiting the program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, 18% of our scholars scored "did not meet" for the 2023-2024 end-of-course 8th-grade Algebra I STAAR exam. **Root Cause:** Teachers should prioritize student engagement to ensure that the rigor of the content is effectively delivered and understood during lessons.

Problem Statement 2 (Prioritized): During the 2023-2024 school year, 2% of our scholars scored "did not meet" for the 2023-2024 ELAR STAAR exam across all grades (6-8). **Root Cause:** The RTI process was not conducted with fidelity to capture all scholars.

Problem Statement 3 (Prioritized): During the 2023-2024 school year, 26% of our scholars scored masters on the 2023-2024 8th-grade science STAAR exam. **Root Cause:** The RTI process was not conducted with fidelity to capture all scholars.

Problem Statement 4 (Prioritized): During the 2023-2024 school year, 19% of our scholars scored masters on the 2023-2024 8th-grade social studies STAAR exam. **Root Cause:** Teachers should enhance the daily use of vocabulary and make connections to reading levels to align with students' cognitive interests and abilities.

School Processes & Programs

School Processes & Programs Summary

The processes and programs at Cedar Hill Collegiate Academy Middle School focus on fostering inclusivity, growth, and collaboration, despite the campus having a limited number of programs. The existing programs are intentionally designed to be diverse and inclusive, providing scholars with opportunities to learn new skills, develop emotional intelligence, and engage in critical thinking. The administration sets clear expectations for the inclusion of all staff, encouraging more participation and collaboration among teachers. Vertical alignment meetings and a master schedule with same-content clusters have been implemented to strengthen instructional consistency and support across grade levels. Teachers are given opportunities to lead campus-wide projects, promoting professional growth and a shared sense of responsibility. Additionally, the PTSA plays a vital role in supporting various aspects of the school, ensuring effective communication and collaboration between families and staff. These processes reflect a commitment to creating a supportive and inclusive environment that prioritizes both scholar and staff success.

School Processes & Programs Strengths

- The programs at our school are inclusive and diverse.
- The programs at our school give opportunities for learning new things and experiencing growth.
- The programs at our school advocate for emotional intelligence growth.
- The programs at our school encourage our scholars to think critically.
- Teachers have opportunities to lead projects that support full-campus.
- The PTSA is a strong program that supports different aspects of the school with good communication.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2023-2024 school year, our campus had increased programs for parents to show support on campus but low engagement with parents and staff.

Root Cause: In addition to low communication, programs may not align with parents' needs, schedules, or interests, making them less likely to attend.

Perceptions

Perceptions Summary

The perceptions of Cedar Hill Collegiate Academy Middle School reflect a blend of strengths and areas for improvement. While parents generally feel that scholars attend classes with strong teachers who provide adequate rigor and prepare them for the next academic level, there are concerns about teacher communication and timeliness. Teachers do not always turn in grades or lesson plans on time, and communication with parents is limited, leading to a need for more opportunities for families to engage with teachers and see scholars' academic performances. Additionally, staff have expressed a desire for more campus-wide or grade-level SEL initiatives and team-building meetings to boost morale, as well as increased opportunities to share input on decisions. Despite these challenges, the administration is seen as invested in the success of the campus, staff, and scholars, and teachers and staff demonstrate their dedication to the school culture by willingly participating in off-duty activities. These perceptions highlight the importance of enhancing communication, collaboration, and engagement to strengthen the school community.

Perceptions Strengths

- Parents feel that scholars attend classes with strong teachers.
- Parents believe the teachers provide adequate rigor and prepare the scholars for the next level.
- Administration is invested in the campus, staff, and scholars.
- Teachers and staff are willing to contribute to school culture by participating in off-duty activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, 35% of teachers on campus reported that the administration is not sufficiently receptive to their input. **Root Cause:** Teachers feel their ideas and concerns are not acknowledged or addressed due to a lack of follow-up, clarity in decision-making, and formal opportunities, such as surveys or committees, to share their input.

Priority Problem Statements

Problem Statement 1: During the 2023-2024 school year, teacher feedback indicated that current discipline practices are perceived as inconsistent and lacking accountability by 55%, leading to concerns about fairness for scholars.

Root Cause 1: The administration did not review and adequately provide sustainable professional development for staff on the discipline matrix.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During the 2023-2024 school year, 18% of our scholars scored "did not meet" for the 2023-2024 end-of-course 8th-grade Algebra I STAAR exam.

Root Cause 2: Teachers should prioritize student engagement to ensure that the rigor of the content is effectively delivered and understood during lessons.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During the 2023-2024 school year, 2% of our scholars scored "did not meet" for the 2023-2024 ELAR STAAR exam across all grades (6-8).

Root Cause 3: The RTI process was not conducted with fidelity to capture all scholars.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 2023-2024 school year, 26% of our scholars scored masters on the 2023-2024 8th-grade science STAAR exam.

Root Cause 4: The RTI process was not conducted with fidelity to capture all scholars.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: During the 2023-2024 school year, 19% of our scholars scored masters on the 2023-2024 8th-grade social studies STAAR exam.

Root Cause 5: Teachers should enhance the daily use of vocabulary and make connections to reading levels to align with students' cognitive interests and abilities.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: During the 2023-2024 school year, 35% of teachers on campus reported that the administration is not sufficiently receptive to their input.

Root Cause 6: Teachers feel their ideas and concerns are not acknowledged or addressed due to a lack of follow-up, clarity in decision-making, and formal opportunities, such as surveys or committees, to share their input.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data





Goals

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by 6/25

Performance Objective 1: To improve 8th-grade scholars' proficiency in TSIA reading, the percentage of students passing TSIA will increase from 35% to 55% by the end of the 2025 academic school year.

Evaluation Data Sources: TSIA Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Use data from interim assessments to form small, skill-based groups for targeted instruction and practice.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars passing TSIA will increase from 35% to 55% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Principal ELAR Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p>Strategy 2: Focus on key reading skills assessed in TSIA, such as critical reading, inference, vocabulary in context, and understanding main ideas.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars passing TSIA will increase from 35% to 55% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Principal ELAR Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use TSIA-based materials to conduct target small group sessions during tutoring time, focusing on daily close reading exercises using TSIA-style passages, active reading techniques (annotating, summarizing, making inferences), and vocabulary-building strategies (word roots, context clues, academic words).</p> <p>Strategy's Expected Result/Impact: The percentage of scholars passing TSIA will increase from 35% to 55% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.52, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			
<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 2: Increase the percentage of scholars in reading from 40% to 46% Reading (Meets or Above) by 6/25

Performance Objective 1: To improve scholars' overall proficiency in reading grade 6, the percentage of students performing at or above grade level will increase from 86% to 90% by the end of the 2025 academic school year.

High Priority





Evaluation Data Sources: STAAR EOC 2024 Report

DCCA

NWEA MAP

TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Build scholar's ability to decode and comprehend grade-level and above-grade-level texts by emphasizing academic vocabulary and exposing them to complex, high-quality texts across disciplines.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 86% to 90% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ELAR Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p>Strategy 2: Use diagnostic and formative assessments to identify students' specific strengths and areas for growth. Group scholars by skill level and provide tailored instruction during guided reading or intervention blocks.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 86% to 90% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Assistant Principal ELAR Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
<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 2: Increase the percentage of scholars in reading from 40% to 46% Reading (Meets or Above) by 6/25

Performance Objective 2: To improve scholars' overall proficiency in reading grade 7, the percentage of students performing at or above grade level will increase from 84% to 88% by the end of the 2025 academic school year.

High Priority

Evaluation Data Sources: STAAR EOC 2024 Report
 DCCA
 NWEA MAP
 TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Assign short responses and essay prompts requiring scholars to analyze themes, character development, and textual structure using a writing rubric aligned with EOC standards to assess organization, textual evidence use, and clarity of argument.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 84% to 88% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

Strategy 2 Details	Reviews			
<p>Strategy 2: After each practice test, students are required to review incorrect answers and justify the correct responses in writing to track accuracy improvements in specific question types (main idea, inference, author's craft, etc.).</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 84% to 88% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Teacher Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			





Goal 2: Increase the percentage of scholars in reading from 40% to 46% Reading (Meets or Above) by 6/25

Performance Objective 3: To improve scholars' overall proficiency in reading grade 8, the percentage of students performing at or above grade level will increase from 87% to 90% by the end of the 2025 academic school year.

High Priority

Evaluation Data Sources: STAAR EOC 2024 Report
 DCCA
 NWEA MAP
 TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars will compare two or more texts (fiction vs. nonfiction, different authors, etc.) to analyze common themes and arguments. Then, assign synthesis essays or graphic organizers and assess students' ability to draw connections across texts.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 87% to 90% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Teacher Assistant Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

Strategy 2 Details	Reviews			
<p>Strategy 2: Scholars will categorize their errors from practice exams, identifying patterns (e.g., struggles with inference questions, vocabulary in context, author's purpose)</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 87% to 90% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Teacher Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Increase the percentage of Algebra 1 scholars from 21% to 32% Math Alg 1 (Meets or Above) by 6/25

Performance Objective 1: To improve scholars' overall proficiency in mathematics grade 6, the percentage of scholars performing at or above grade level will increase from 67% to 77% by the end of the 2025 academic school year.

High Priority

Evaluation Data Sources: STAAR EOC 2024
 DCCA
 EOY NWEA MAP
 TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Use diagnostic assessments and regular progress monitoring to identify students' specific math skill gaps. Group scholars based on their needs and provide targeted, small-group instruction to address these gaps.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 67% to 77% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p>Strategy 2: Emphasize problem-solving and conceptual understanding by engaging scholars in higher-order thinking tasks and real-world applications of mathematics.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 67% to 77% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug

Goal 3: Increase the percentage of Algebra 1 scholars from 21% to 32% Math Alg 1 (Meets or Above) by 6/25

Performance Objective 2: To improve scholars' overall proficiency in mathematics grade 8, the percentage of scholars performing at or above grade level will increase from 38% to 48% by the end of the 2025 academic school year.

High Priority

Evaluation Data Sources: STAAR EOC 2024

DCCA

EOY NWEA MAP

TAPR Report





Goal 3: Increase the percentage of Algebra 1 scholars from 21% to 32% Math Alg 1 (Meets or Above) by 6/25

Performance Objective 3: To improve scholars' overall proficiency in mathematics Algebra 1, the percentage of scholars performing at or above grade level will increase from 46% to 56% by the end of the 2025 academic school year.

High Priority

Evaluation Data Sources: STAAR EOC 2024
 DCCA
 EOY NWEA MAP
 TAPR Report





Strategy 1 Details	Reviews			
<p>Strategy 1: Group scholars by skill level and provide focused reteaching on weak areas (e.g., solving systems of equations, factoring quadratic), use mini-quizzes after each intervention session to assess skill improvement.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 46% to 56% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Math Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct weekly calculator-based activities focusing on graphing functions, solving equations, and using tables for problem-solving to assess proficiency through calculator-based exit tickets and application problems.</p> <p>Strategy's Expected Result/Impact: The percentage of scholars performing at or above grade level will increase from 46% to 56% by the end of the 2025 academic school year.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Math Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular activities at 90%

Performance Objective 1: To improve scholars' activity on campus, the percentage of scholars joining extra-curricular or co-curricular activities will increase from 35% to 40% by the end of the 2025 academic school year.

Evaluation Data Sources: Student Survey
Scholar Extra-curricular Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Use positive reinforcement and peer involvement to encourage participation and build a culture of engagement. Strategy's Expected Result/Impact: The percentage of scholars joining extra-curricular or co-curricular activities will increase from 35% to 40% by the end of the 2025 academic school year. Staff Responsible for Monitoring: Principal Associate Principal ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer a wide range of extracurricular and co-curricular options that align with scholars' interests, talents, and aspirations. Actively promote these opportunities through engaging communication and outreach. Strategy's Expected Result/Impact: The percentage of scholars joining extra-curricular or co-curricular activities will increase from % to % by the end of the 2025 academic school year. Staff Responsible for Monitoring: Principal Associate Principal ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Feb	Apr	June	Aug
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				