Keller Independent School District

Park Glen Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

Park Glen Elementary will **educate** students to achieve, **inspire** them to dream, and **challenge** them to grow, so that they are prepared to be productive members of the community in which they learn, live, and work.

Vision

Building Relationships and Empowering Leaders

Value Statement

Mutual respect and dignity build unity.

Relationships are the foundation for helping students learn, grow, and dream.

Engagement happens with opportunities for problem-solving and critical thinking.

Safety and security inspire trust and the confidence to thrive.

Valuing the voice and feedback of personnel ensures the retention and recruitment of exceptional staff.

Collaboration and communication encourage community support and involvement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Student Enrollment	**477**
Economically Disadvantaged	30.6%
Special Education	20.3%
Emergent Bilingual/English Learners	9.4%

Enrollment by Race/Ethnicity
African American 9%
Hispanic 26.2%
White 47.4%
American Indian 0%
Asian 7.5%
Pacific Islander 0%
Two or More Races 9.9%

Attendance Rate 95.0%
Chronic Absenteeism 10.5%

Staff Information
Number of Students Per Teacher 15.4
Full Time Staff 45.1
Full Time Teachers 30.9

Teachers by Years of Experience
0 years 0%
1-5 years 19.4%

6-10 years 25.9%
11-20 years 17.5%
21-30 years 24.3%
Over 30 years 12.9%

Teachers by Race/Ethnicity
African American 3.2%
White 96.8%

PGE has numerous clubs and activities for students to explore their interests

Demographics Strengths

Strength 1: Diverse Student Population Representing Multiple Backgrounds

PGE serves a racially and ethnically diverse student body, with meaningful representation across several demographic groups. This includes Hispanic (26.2%), African American (9%), Asian (7.5%), and multiracial (9.9%) students, creating a culturally rich environment that supports global citizenship and inclusive learning opportunities.

Strength 2: Experienced Teaching Staff with Deep Institutional Knowledge

Over 80% of the teaching staff has more than five years of experience, with nearly 25% having over 21 years in the profession. This depth of experience contributes to instructional stability, mentorship capacity, and a strong understanding of district expectations and instructional frameworks.

Strength 3: Low Student-to-Teacher Ratio Enabling Personalized Instruction

With an average of 15.4 students per teacher, the school maintains a lower-than-average student-to-teacher ratio. This supports more individualized instruction, increased small-group opportunities, and stronger teacher-student relationships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While overall attendance is strong at 95%, about 1 in 10 students experience chronic absenteeism. Our current system addresses absences after they occur, so we will strengthen proactive, school-wide supports that involve students, families, and staff.
Root Cause: While the school offers a variety of clubs and enrichment activities, there is currently no formal, school-wide system for monitoring, communicating, and addressing patterns of absenteeism proactively. Absences are likely addressed re-actively rather than through a comprehensive, tiered attendance support system involving students, staff, and families.

Student Learning

Student Learning Summary

Student learning data demonstrates high achievement consistency, with 76th percentile median achievement across testing windows. Growth indicators (53rd percentile) suggest a need to accelerate progress, especially among students in the lower quintiles.

Strategies will include differentiated Tier 1 instruction, strategic deployment of interventionists, and continued emphasis on high-quality teaching practices guided by the Danielson Framework.

Targeted supports will be aligned to the needs of economically disadvantaged students, who comprise 30.6% of the population, to strengthen equity in outcomes.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**91**	**A**	
Student Achievement		**91**	**A**	**70%**
STAAR Performance	62	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**85**	**B**	**0%**
Academic Growth	75	85	B	
Relative Performance (Eco Dis: 30.6%)		81	B	
Closing the Gaps	**77**	**91**	**A**	**30%**

Park Glen Elementary School

School Profile

Achievement Overview

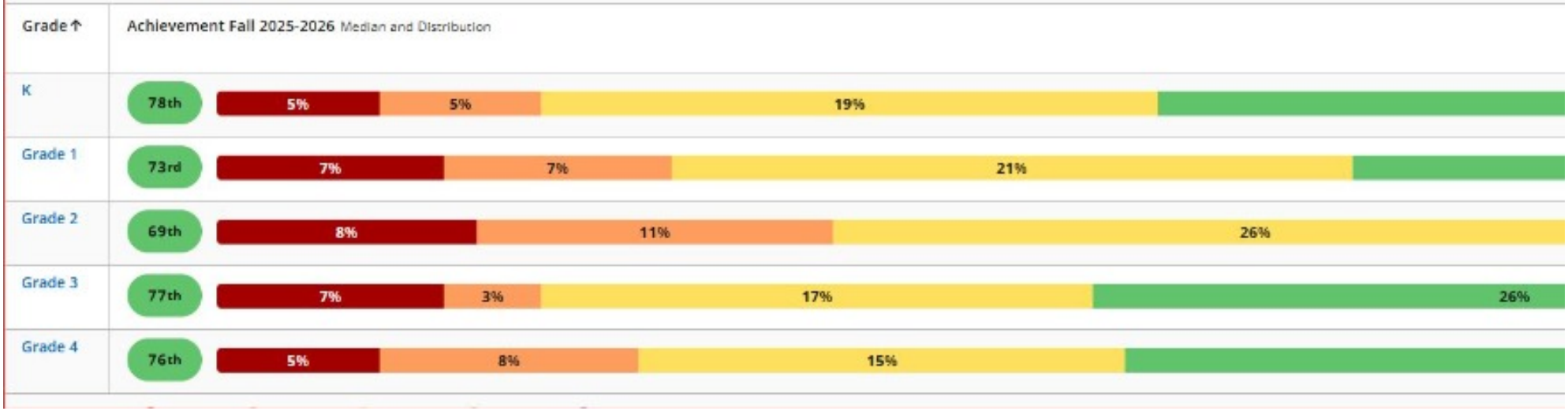
Park Glen Elementary School | Math K-12



School Profile

Achievement by Grade

Park Glen Elementary School | Math K-12

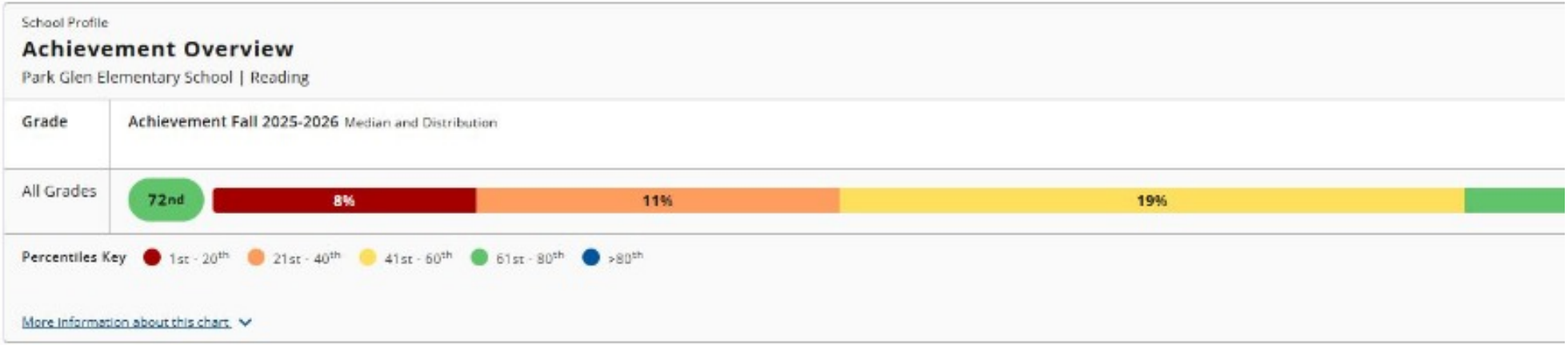


Park Glen Elementary School

School Profile

Achievement Overview

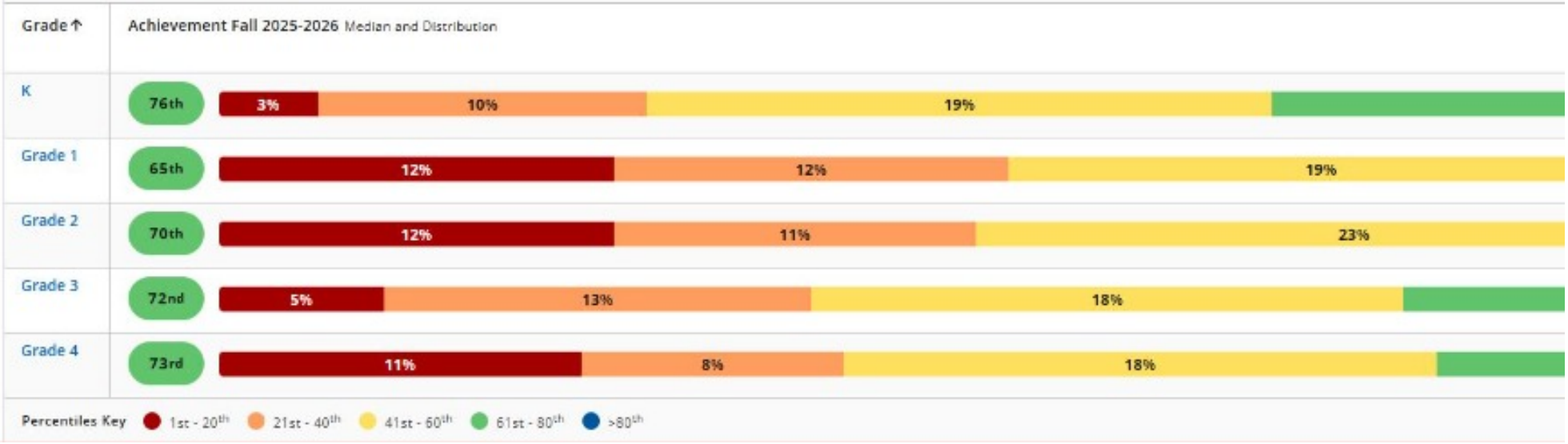
Park Glen Elementary School | Reading



School Profile

Achievement by Grade

Park Glen Elementary School | Reading



Student Learning Strengths

1. **High Student Achievement**
    - **Scaled Score of 91 (A)** in Student Achievement, contributing 70% to the overall rating.
    - STAAR performance is solid across tested areas, indicating mastery of grade-level standards.
2. **Excellent Achievement Percentiles**
    - Students consistently perform in the **top two quintiles** in math, with **median achievement percentile of 76** (both Fall and Spring).
    - Over **68% of students** scored above the 60th percentile in Spring 2025.
3. **Effective Gap Closure Across Subgroups**
    - **Closing the Gaps Score: 91 (A)**, representing 30% of the overall rating.
    - This indicates effective interventions for historically under-served student groups.
4. **Above Average Growth**
    - Academic Growth score of **85 (B)** shows that a majority of students are making expected or better-than-expected progress.
5. **Consistent Achievement Stability Across the Year**
    - Median achievement remained steady (76th percentile) from Fall to Spring, indicating consistent instructional alignment across grade levels and sustained learning over time.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student Growth Not Fully Aligned with High Achievement Despite strong achievement scores, overall student growth is only slightly above national norms (53rd percentile), indicating that high-achieving students may not be consistently challenged or extended.
Root Cause: Opportunities exist to expand tiered enrichment, strengthen personalized goal-setting, and provide more extension activities for advanced learners.

Problem Statement 2: Growth Distribution Skewed Toward Middle Quintiles Only 17% of students demonstrated growth in the top quintile, while 13% remain in the bottom quintile, highlighting a lack of consistent acceleration or intervention impact for students on the extremes.
Root Cause: Tier 2 and Tier 3 interventions could be strengthened further, with expanded use of adaptive feedback tools to maximize impact.

Problem Statement 3: Equity Gaps in Relative Performance Relative performance score of 81 (B) indicates under-performance relative to economic disadvantage rate (30.6%), suggesting that economic factors are impacting performance more than expected.
Root Cause: Scaffolding and integration of social-emotional learning with academics can be strengthened to better support students facing socioeconomic barriers.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Park Glen Elementary implements district-provided curriculum documents with fidelity across all core content areas—English Language Arts, Mathematics, Science, and Social Studies. Instruction is guided by district frameworks and structured instructional minutes to ensure consistency and equity in learning time across grade levels.

Tiered academic support systems are in place to address diverse student needs. Intervention programs such as **Reading Horizons**, **Read 180**, **Waggle**, and **DreamBox** are used to provide targeted instruction aligned with Tier 2 and Tier 3 frameworks. Differentiation occurs through **push-in and pull-out models** based on student need, including supports for English Learners (ELs), students receiving Special Education services, and students identified as Gifted and Talented (GT).

Instructional planning cycles emphasize data-informed instruction, with teams leveraging formative assessment data and progress monitoring tools (e.g., MAP) to quickly reteach or clarify misconceptions in real-time.

Professional Development

Campus-wide professional development for the current year focuses on strengthening teacher capacity in the use of **formative assessments**, delivering **in-the-moment feedback**, and utilizing **relevant data to inform instructional decisions**. These priorities align with the campus goal of accelerating student growth and increasing proficiency across all student groups.

Ongoing professional learning is supported through a coaching and mentoring structure that includes **new teacher mentors**, **grade-level team collaboration**, and **participation in campus leadership teams and committees**. Professional development effectiveness is measured through **TTESS observations and walkthroughs**, as well as informal feedback from staff and student performance outcomes.

Leadership & Decision-Making Processes

The **Campus Leadership Team (CLT)** consists of the principal, assistant principal, and counselor. The team meets regularly to review data, set priorities, and coordinate school-wide initiatives. Shared decision-making is facilitated through consistent communication via **newsletters, emails, and faculty meetings**, ensuring transparency in discussions around budget allocation, staffing, and curriculum decisions.

Teacher voice is valued and incorporated through **surveys and informal feedback loops**, which inform school improvement planning and instructional shifts. Student and family input is gathered through **short micro-surveys**, offering an accessible and inclusive method to incorporate community perspectives into campus-level decisions.

Communication

Internal communication among staff is maintained through **email, ParentSquare**, and regularly scheduled meetings. Parent and family communication is facilitated through multiple channels including **ParentSquare, email, social media, and in-person meetings**, with translation support provided as needed to ensure equitable access to information for all families.

Organization, Scheduling, and Context

The daily instructional schedule is structured according to the district's required **instructional minutes guidelines**. The **master schedule** supports a balance of core instruction, intervention, enrichment, and specials, ensuring all students receive equitable access to learning time.

Teachers are provided with **55 minutes of daily planning time**, which supports collaboration, lesson design, and data review. Grade-level teams also engage in regular PLC meetings to review student progress and align instruction to student needs.

Support Services and Extracurricular Programs

Comprehensive academic and behavioral support systems are in place, including **MTSS (Tier 2 and Tier 3), dyslexia intervention, speech therapy, physical and occupational therapy, special education, gifted and talented (GT), and ESL services**. Student identification for additional supports is driven by **MAP assessment data and classroom performance trends**, allowing for timely and responsive interventions.

School Processes & Programs Strengths

Strength #1: Comprehensive Multi-Tiered Systems of Support (MTSS) and Targeted Intervention Programs

The campus has established a robust system of academic and behavioral support services, including dyslexia intervention, RTI, speech, occupational therapy, and ESL services. A variety of Tier 2 and Tier 3 instructional programs—such as Reading Horizons, Read 180, Waggle, and DrDreamBoxdash;are implemented to address students' specific learning needs. Identification and progress monitoring within the MTSS framework are supported through MAP assessment data and classroom performance metrics, ensuring that interventions are timely and data-driven.

Strength #2: Aligned Professional Development with an Emphasis on Instructional Responsiveness

Professional development on campus is strategically focused on formative assessment practices, in-the-moment feedback, and the use of relevant data to reteach or clarify student misconceptions. Teachers are supported through structured mentoring programs, collaborative grade-level teams, and opportunities to engage in leadership through campus committees. The use of TTESS provides a framework for evaluating professional growth and the impact of instructional improvement efforts.

Strength #3: Multi-Modal Communication Systems that Promote Staff and Family Engagement

The campus uses a range of communication tools—including Parent Square, email, social media, and in-person meetings—to maintain consistent and transparent communication with staff and families. Input from stakeholders is gathered through surveys, micro-surveys, and informal discussions, promoting shared ownership and collaborative decision-making. Internal communication among staff is supported through regular meetings and digital platforms to ensure alignment and clarity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited Student and Family Involvement in School Improvement Planning
Root Cause: Current practices for engaging students and families are micro-surveys and social media and should provide opportunities to expand shared leadership and deepen feedback loops with the school community.

Problem Statement 2: Problem Statement 1: Inconsistent Structures for Collaborative Decision-Making and Teacher Voice
Root Cause: While surveys and informal conversations are used to gather teacher input, establishing more formalized, recurring decision-making structures would expand opportunities for sustained teacher engagement in planning and school improvement efforts.

Perceptions

Perceptions Summary

Survey, Interview, and Focus Group Data

The campus conducted multiple micro-surveys throughout the year focused on communication, academic support, attendance, family engagement, and overall school experience. Data showed generally positive perceptions across stakeholder groups, particularly in areas of **community belonging**, **teacher-student relationships**, and **academic support**. Feedback was gathered via short digital surveys, offering ongoing snapshots of stakeholder perceptions.

- Families reported a strong sense of belonging at school.
- Most parents felt informed about attendance policies and academic progress.
- A few suggested expanding after-school clubs and improving clarity in communication timing.

Parent Engagement and Participation

Most families indicated they feel like part of the school community. Participation in family events is generally high, although barriers such as **work schedules** and **time conflicts** were cited. Parents expressed interest in additional opportunities like **literacy nights**, and appreciated structured events like **parent orientation**.

Barriers reported:

- Work obligations
- Scheduling conflicts

School Culture, Climate, Values, and Beliefs

Survey responses reflect a **positive and welcoming school climate**, with families and students noting high levels of teacher encouragement and engaging classroom experiences. Parents appreciated the efforts made to **excite students about school**, as seen in activities and recognition programs.

Key values observed: Student belonging, teacher-student connection, joy in learning

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Community Partnerships and Volunteers

Though the surveys did not specifically ask about community partnerships, comments indicated interest in **external enrichment programs** such as after-school clubs. Opportunities exist to **strengthen relationships with local organizations** to support both enrichment and engagement.

Staff Feedback and Morale

Staff surveys were not included in the micro-survey data set. However, indirect feedback via parent responses showed **positive regard for teachers**, and consistent praise for the **responsiveness of staff** to student needs. Future structured staff surveys may help capture feedback on morale and job satisfaction.

Student Voice and Feedback

Student input was not directly captured in the current surveys. Indirectly, parental responses emphasized student enjoyment of school and teacher relationships. Incorporating student surveys or leadership councils could strengthen this area of feedback.

Communication Systems

Parents prefer **weekly or bi-weekly newsletters** and largely reported that current formats (e.g., Parent Square, email) are accessible and easy to understand. Some requested more timely or proactive sharing of event dates. There is an opportunity to streamline or unify communication across channels.

> **Preferred frequency**: Weekly
> **Format feedback**: Mostly clear, not confusing

Other Notable Perception Data

The **End-of-Year Micro Survey** included several appreciative comments such as “We love PGE” and “Everything went well.” Suggestions for improvement included **expanded club offerings** and **clearer communication about events**. Stakeholders expressed general satisfaction while noting specific, actionable opportunities for growth.

Perceptions Strengths

Strength 1: Strong Sense of Community and Belonging Among Families

Survey responses consistently indicate that families feel welcomed and part of the school community. This positive culture is reinforced by thoughtful on-boarding (e.g., parent orientation), inclusive communication, and meaningful school events.

> **Evidence:** 100% of family engagement respondents answered “Yes” to feeling like part of the school community; positive comments like “We love PGE” and “Everything went well.”

Strength 2: Accessible and Effective Communication Channels

Parents reported that school newsletters and digital tools like Parent Square are clear and effective. Communication is delivered in accessible formats and multiple channels, helping families stay informed.

Evidence: Majority of families preferred weekly or bi-weekly updates and indicated no confusion navigating the newsletter; multiple survey mentions of timely updates.

Strength 3: Positive Perceptions of Academic Support and Classroom Engagement

Parents generally believe the school supports their child's academic needs effectively. Students are perceived to enjoy school and are motivated by engaging classroom activities and positive relationships with teachers.

Evidence: In the academic support survey, 100% of respondents answered “Yes” or “Sometimes” to feeling informed and supported; attendance motivation data shows students value engaging activities and teacher feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited Student Voice in Campus Feedback and Planning
Root Cause: Existing feedback systems focus primarily on parents and staff and could be expanded to better capture and act on student input.

Problem Statement 2: Barriers to Family Engagement Persist for Working Families
Root Cause: Family events are often scheduled in ways that make participation challenging for working parents. Offering flexible options could increase access and involvement

Priority Problem Statements

Problem Statement 1: Student Growth Not Fully Aligned with High Achievement Despite strong achievement scores, overall student growth is only slightly above national norms (53rd percentile), indicating that high-achieving students may not be consistently challenged or extended.

Root Cause 1: Opportunities exist to expand tiered enrichment, strengthen personalized goal-setting, and provide more extension activities for advanced learners.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- 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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By June 2026, 60% of PGE 3rd and 4th grade students will earn a Meets distinction or higher on the Math and Reading STAAR.

High Priority

HB3 Goal

Action Step 1 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 1: Identify key TEKS that need focused attention based on previous STAAR results and current instructional gaps **Measures:** 2% increase on Whole Number Operations in both 3rd and 4th grade STAAR 2026 2% increase in 3.8, 3.9, and 3.10 (Thinking about meaning and author's craft) on 3rd grade Reading STAAR 2% increase in 4.6 (tools to know comprehension) on 4th grade Reading STAAR **Staff Responsible for Monitoring:** Administrators, IST, SPED and Gen. Ed Teachers **TEA Priorities:** Build a foundation of reading and math				

Action Step 2 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 2: Classroom walkthroughs (15 minute) to measure implementation of high quality formative assessments/ feedback based on the Region XI Professional Development in August. Administrators will conduct brief classroom visits and share feedback focused on celebrating strengths and identifying next steps in instruction, guided by TTESS best practices. **Measures:** 100% of students show growth based on consistent, high-quality instructional practices across all grade levels. **Staff Responsible for Monitoring:** Administration				

Action Step 3 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 3: Grade-level teams will collaborate during key math units to analyze student progress, share strategies, and ensure consistency across classrooms 2nd Grade Unit 2 Place Value Unit 3 Addition & Subtraction - 1 Step Problems Unit 8 - Addition & Subtraction Multi-Step Problems 3rd Grade Unit 3 Addition & Subtraction Unit 4 Multiplication & Division Unit 8 Measurement 4th Grade Unit 3 Addition & Subtraction Unit 4 Multiplication & Division Unit 5 Fractions Unit 6 Measurement **Measures:** Growth from mid unit to summative assessments **Staff Responsible for Monitoring:** Administrators and Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Action Step 4 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 4: Utilize Region IX to provide professional development to all teaching staff focused on an increase in the use of formative assessment and in-the-moment instructional adjustments to ensure all students, including those already meeting grade-level standards, are making measurable progress toward mastery. **Measures:** All staff will leave the PD session with at least one ready-to-use instructional strategy, ensuring immediate classroom impact **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Action Step 5 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 5: Evaluate MAP data 3 times per year to monitor growth and adjust instruction/student grouping based on academic needs for remediation or extension. **Measures:** MAP assessment given 3 times per year, teachers reviewing the data to inform instruction and growth shown on the following MAP assessment. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Action Step 6 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 6: Establish and monitor Tier 1 attendance support systems, including early warning indicators and positive reinforcement strategies. **Measures:** Reduction in chronic absenteeism by 2% by May 2026. **Staff Responsible for Monitoring:** Counselor, Admin, Attendance Clerk **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Overall Excellence in Student, Parent and Community Relations

Performance Objective 1: By June 2026, strengthen the partnership between the school, families, and community by implementing a structured communication plan and organizing opportunities for family and community participation.

Action Step 1 Details	Reviews			
Action Step 1: Meet with PTA president/board on a monthly basis to plan for events	Progress			Summative
Measures: Improved communication and execution of events	Dec	Apr	July	Aug
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Action Step 2 Details	Reviews			
Action Step 2: Using Parent Square to communicate with families about upcoming events and information	Progress			Summative
Measures: Increased participation and feedback on end of year survey	Dec	Apr	July	Aug
Staff Responsible for Monitoring: Administration				

Action Step 3 Details	Reviews			
Action Step 3: Implement a Sensory Hour for large/highly stimulating events	Progress			Summative
Measures: Feedback from parents following each event	Dec	Apr	July	Aug

Action Step 4 Details	Reviews			
Action Step 4: Parent Conferences will be offered two times per year to discuss student successes/celebrations and areas for improvement.	Progress			Summative
Measures: Documentation of parent conferences/communication by teaching staff	Dec	Apr	July	Aug
Staff Responsible for Monitoring: Teachers/Administration **ESF Levers:** Lever 3: Positive School Culture				

Action Step 5 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 5: Continue implementation of "parent only" events to strengthen the community and connection between all families at Park Glen. **Measures:** Parent events are scheduled and communicated to all families via multiple outlets (newsletters, social media, emails) **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Action Step 6 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 6: Launch a Student Voice Council and Family Feedback Committee to gather input on school events, communication, and improvement ideas. **Measures:** One meeting per semester; summary shared with staff/leadership team. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: Continue building a collaborative and trusting campus culture by strengthening relationships between staff and administration, celebrating successes, and mutual accountability/recognition for continuous improvement.

Action Step 1 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 1: Continue existing recognition systems (Golden Cheetah Award, Staff Member of the Month). **Measures:** Two staff members are chosen each month to publicly recognize for their dedication **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Action Step 2 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 2: Partner with local businesses to show support for staff through donations for prizes/appreciation **Measures:** Post staff receiving donations on social media and tagging the business to show support for them **Staff Responsible for Monitoring:** Admin/Communication Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Action Step 3 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 3: Ten Minute Chats with all staff members to build campus culture and trust with staff and administration **Measures:** Document chats with staff **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Action Step 4 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 4: Host monthly appreciation events to celebrate staff and build community. **Measures:** Calendar of monthly events **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Action Step 5 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 5: Administration will write daily thank-you notes to highlight and celebrate the great work of staff **Measures:** Index cards for each staff member that the secretary gives to principal each day **Staff Responsible for Monitoring:** Admin/Secretary **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Action Step 6 Details	Reviews			
	Progress			Summative
	Dec	Apr	July	Aug
Action Step 6: Twice a year, staff will be invited to share confidential feedback about campus culture and working conditions. Leadership will use this input to improve systems and celebrate successes **Measures:** Survey completion rate and summary shared with leadership team. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue