Sherman Independent School District

Parker Elementary

2026-2027 Campus Improvement Plan



Mission Statement

Parker Elementary, in partnership with families and the community, equips respectful, responsible, and confident learners to discover their full potential and positively impact the world.

Vision

Empowering every student to lead with heart, strength, and purpose.

Value Statement

Parker Wranglers lead with honor, grit, and hearts that won't quit.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Parker Elementary School, a Title I campus, opened in 2025 to serve families in a growing area of Sherman ISD. Home to 472 students in kindergarten through fifth grade, Parker is proud to build strong traditions and provide a foundation where every child can thrive.

Demographics Strengths

Parker Elementary embraces a diverse student population that reflects the growing community we serve. This diversity provides rich opportunities for cultural awareness, inclusivity, and learning from multiple perspectives.

Student Group	Percentage / Count
African American	15.4%
Asian	3.3%
Hispanic	21.6%
White	48%
Two or More Races	9.1%
Gifted & Talented (GT)	7.6%
Limited English Proficient (LEP)	5.2%
Special Education (SPED)	31%
Economic Disadvantaged (ED)	62%

Parker Elementary benefits from a wide range of student perspectives and experiences. Parker serves a diverse student population with a wide range of academic, cultural, and learning needs. Increased identification in GT (7.6%) and LEP (5.2%) reflects improved recognition of student needs and strengths. With 31% of students receiving special education services and 62% identified as economically disadvantaged, Parker continues to strengthen inclusive practices, differentiated instruction, and support systems to ensure equitable learning opportunities for all students.

Educational Environment:

- Class Sizes: Classes average between 18 to 22 students, ensuring personalized attention and support.

- Teacher Certifications: 76% of our teachers are state certified, with an additional 40% holding an ESL supplemental certification.

Problem Statements Identifying Demographics Needs

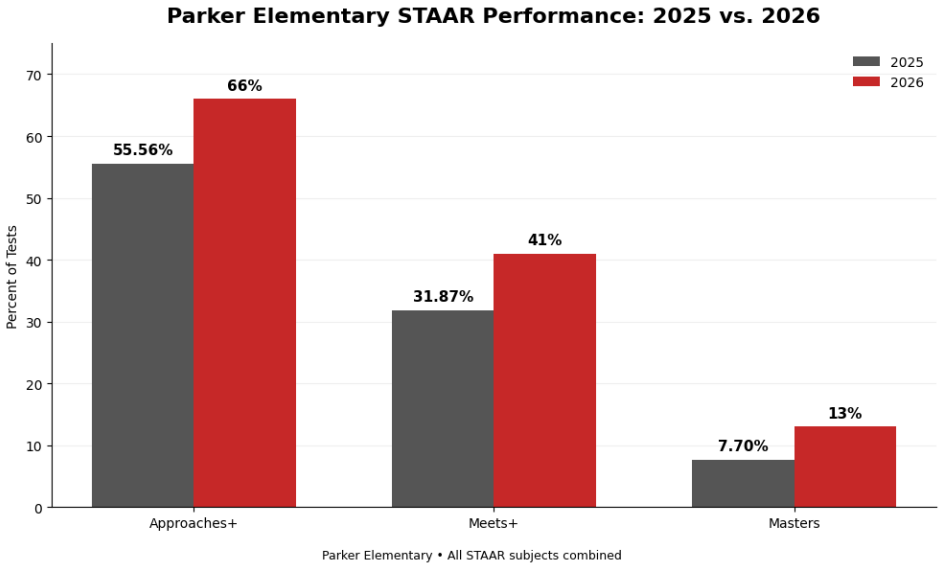
Problem Statement 1: With 31% of Parker Elementary students receiving special education services and 62% identified as economically disadvantaged, the campus serves a high percentage of students requiring differentiated instruction, intervention, and additional academic supports.
Root Cause: Campus systems for early intervention, differentiation, and coordination between general education and special education are not yet implemented consistently across grade levels, creating challenges in providing timely and aligned support for diverse learners.

Student Learning

Student Learning Summary

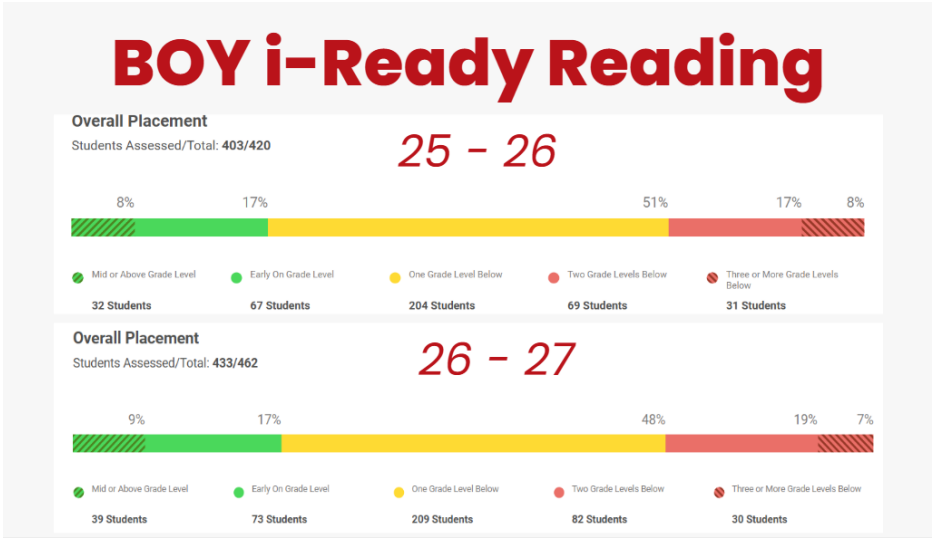
STAAR Data

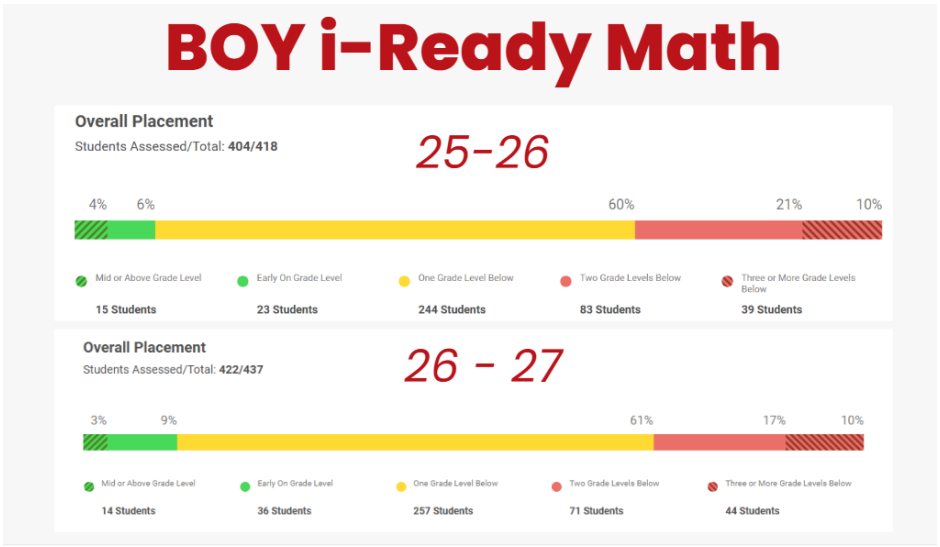
2026 STAAR and accountability results demonstrate significant academic growth for Parker Elementary. The campus overall accountability rating increased from **59 to 79**, representing a **20-point gain** in one year. Parker also earned a **Top 25% Comparative Closing the Gaps Distinction Designation**, reflecting strong performance in closing achievement gaps when compared with similar campuses. Student performance increased from 54% to 70% at the Approaches Grade Level standard, meeting the campus goal of 70%. These results demonstrate substantial progress while highlighting continued opportunities to increase the percentage of students performing at the Meets and Masters Grade Level standards.



i-Ready Data

Beginning-of-Year i-Ready data indicates that many Parker students continue to enter the year performing below grade level in Reading and Math.





- **Reading:** 25% of students are at or above grade level, including 9% mid/above grade level and 16% early on grade level. Forty-eight percent are one grade level below, while 27% are two or more grade levels below.

  Math: 11% of students are at or above grade level, including 3% mid/above grade level and 8% early on grade level. Sixty-one percent are one grade level below, while 28% are two or more grade levels below.

This data highlights significant learning gaps, particularly in math where fewer students are demonstrating on-grade-level proficiency. Both subject areas show large percentages of students performing one or more grade levels below, underscoring the need for intentional intervention, differentiation, and progress monitoring.

Summary

Parker's student learning data demonstrates significant year-over-year academic growth, including a 20-point increase in the overall accountability rating and recognition for comparative Closing the Gaps performance. BOY diagnostic data continues to identify unfinished learning, particularly in mathematics. Continued emphasis on strong Tier 1 instruction, differentiation, intervention, and progress monitoring will support accelerated growth and increased grade-level proficiency.

Student Learning Strengths

Parker Elementary demonstrated significant academic growth, increasing its overall accountability rating from 59 to 79 and earning a Top 25% Comparative Closing the Gaps Distinction Designation. STAAR performance improved across all achievement levels, with Approaches increasing from 55.56% to 66%, Meets from 31.87% to 41%, and Masters from 7.70% to 13%.

Strong collaborative planning, PLC data analysis, intentional intervention, and small-group instruction contributed to a campus-wide focus on student achievement. Staff regularly use student data to identify needs, adjust instruction, and plan targeted supports. Growing instructional efficacy and increased emphasis on student goals and ownership provide a strong foundation for continued academic growth.

The campus has demonstrated the capacity to accelerate student learning and close achievement gaps. Continued refinement of Tier 1 instruction, differentiation, and intervention will build upon these strengths and support more students in reaching Meets and Masters performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Despite significant growth in STAAR achievement, a large percentage of Parker students begin the year below grade level in Reading and Math. Continued improvement is needed to accelerate students toward grade-level proficiency and increase performance at the Meets and Masters levels.
Root Cause: Many students enter intermediate grades with unfinished learning in foundational reading and math skills. In addition, Tier 1 instruction, differentiation, and intervention are not yet implemented with consistent depth across classrooms, limiting opportunities to systematically close foundational gaps and accelerate students toward grade-level mastery.

School Processes & Programs

School Processes & Programs Summary

Parker Elementary is staffed with 24 general education teachers serving grades K–5, with 76% holding a Texas teaching certificate and 40% holding an ESL supplemental certification. The campus continues to build instructional capacity to meet the needs of a diverse student population.

In addition, Parker employs 12 specialized service providers, including one K–5 reading specialist, four teachers providing resource and inclusion services in reading, math, and social skills, two dyslexia interventionists, and five teachers providing specialized instruction in self-contained settings.

Together, these staff and programs provide a comprehensive system of academic, behavioral, and specialized support, with an emphasis on intervention, individualized instruction, and equitable access to high-quality learning opportunities.

School Processes & Programs Strengths

Parker Elementary has established strong collaborative and student-support systems, including protected PLCs, extended planning, data-driven instructional conversations, intervention structures, and specialized services. Expanded special education staffing, dyslexia intervention, and K–5 reading support provide multiple levels of support for diverse learners.

Clear communication systems, collaborative planning, and a strong focus on data-informed instruction have created a solid foundation for continuous improvement. These structures allow teams to identify student needs, plan targeted supports, and adjust instruction based on student progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although Parker has established strong collaborative planning, intervention, and specialized support structures, consistent implementation of instructional programs and coordination of supports continue to be areas for growth.
Root Cause: The implementation of new reading, math, special education, and intervention curricula and programming requires continued time for teachers to internalize resources, strengthen instructional practices, and develop consistent implementation across classrooms. Continued collaborative planning, professional learning, and coaching are needed to fully implement these systems with fidelity.

Perceptions

Perceptions Summary

Parker Elementary has established a positive and supportive campus culture grounded in strong relationships, collaboration, and shared commitment to student success. Spring 2026 Leader in Me MRA results reflect strengths in School Goals (84), Collective Efficacy (81), School Climate (80), Supportive Staff Environment (80), and Positive Wellbeing (80).

Staff feedback further reflects strong morale, positive communication, visible leadership, collaborative planning, parent communication, and a welcoming environment for students and families. PBIS, Leader in Me practices, morning meetings, staff recognition, and family engagement opportunities continue to support a positive campus culture.

As Parker moves into its second year, opportunities for continued growth include greater consistency in campus-wide behavior expectations and PBIS practices, increased student voice and ownership, and deeper two-way family engagement.

Perceptions Strengths

Parker Elementary has established a strong, positive campus culture characterized by supportive relationships, collaboration, and shared commitment to student success. MRA results demonstrate strengths in school goals, collective efficacy, school climate, staff support, and wellbeing. Staff feedback also reflects strong morale, positive student relationships, effective communication, visible leadership, and meaningful family and PTA involvement. These strengths provide a solid foundation for continued growth in student leadership, family partnership, and consistent campus-wide practices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While Parker has established a strong and positive campus culture, opportunities remain to increase consistency in the student experience, strengthen student voice and ownership, and deepen family engagement and partnership.
Root Cause: As a growing campus entering its second year, PBIS, student leadership, and family engagement systems are still being refined and implemented consistently. Continued development of shared expectations, meaningful student opportunities, and two-way family partnerships is needed to strengthen ownership and engagement across the school community.

Priority Problem Statements

Goals

Goal 1: Sherman ISD will ensure every student achieves at least one year of academic growth each year through personalized, data driven instruction that meets individual learning needs.

Performance Objective 1: By the end of the 2026-2027 school year, Parker Elementary will increase student achievement for STAAR RLA and Math to at least 80% Approaches Grade Level or Above, 60% Meets Grade Level or Above, and 20% Masters Grade Level.

High Priority

Evaluation Data Sources: assessment data, progress monitoring data, benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Grade-level teams will engage in regular PLC data cycles and Kid Chats using common formative assessments, district assessments, i-Ready data, and student work to identify learning gaps, monitor mastery, and plan targeted reteach and enrichment. **Strategy's Expected Result/Impact:** Increased instructional responsiveness, earlier identification of learning gaps, and increased student mastery of grade-level standards **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Team Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: Teachers will engage in collaborative lesson internalization and extended planning to strengthen implementation of district-adopted HQIM, including the new K-2 RLA curriculum. Coaching, walkthroughs, and actionable feedback will support consistent implementation of high-quality Tier 1 instruction. **Strategy's Expected Result/Impact:** Increased teacher capacity and consistency in HQIM implementation, resulting in stronger Tier 1 instruction, increased student engagement, and improved academic achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leads **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 3: Administrators will conduct regular classroom walkthroughs and provide timely, actionable feedback using the Get Better Faster and RBIS framework with specific coaching feedback and action steps. **Strategy's Expected Result/Impact:** Increased teacher effectiveness and consistency in instructional practices, resulting in stronger student engagement, improved instructional delivery, and increased student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, ICs and Mentors **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Sherman ISD will ensure every student achieves at least one year of academic growth each year through personalized, data driven instruction that meets individual learning needs.

Performance Objective 2: By the end of the 2026-2027 school year, the percentage of third-grade students receiving special education services performing at Meets Grade Level or Above will increase from 26% to 32%.

High Priority

HB3 Goal

Evaluation Data Sources: assessment data, progress monitoring data, benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Special education teachers will implement district-adopted specialized instructional and intervention resources, including Math and READ 180, to provide explicit, targeted instruction aligned to students' identified skill needs. **Strategy's Expected Result/Impact:** Increased fidelity and effectiveness of specialized instruction will accelerate student growth, strengthen foundational skills, and increase achievement for students receiving special education services. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Team Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: Special education and general education teachers will collaborate through PLCs, extended planning, and data meetings to align grade-level instruction, accommodations, specialized instruction, and interventions based on individual student needs. **Strategy's Expected Result/Impact:** Increased alignment between general and special education instruction will provide students with consistent supports, increased access to grade-level content, and stronger opportunities to demonstrate mastery. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ICs, Team Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 3: Teams will regularly review assessment, progress-monitoring, IEP goals, and student performance data for students receiving special education services to identify gaps and adjust small-group instruction, intervention, reteach, and supports based on individual student progress. **Strategy's Expected Result/Impact:** More timely instructional adjustments and targeted supports will accelerate student progress and increase the percentage of students receiving special education services performing at Meets Grade Level or Above. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ICs, Team Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Sherman ISD will cultivate a positive, inclusive, and respectful climate and culture across all campuses, ensuring that students, staff, and families feel safe, valued, and connected.

Performance Objective 1: By May 2027, Parker Elementary will maintain or increase its School Climate score from BOY to EOY as measured by the Leader in Me Measurable Results Assessment (MRA), with continued emphasis on creating a safe, supportive, inclusive, and connected school environment.

Evaluation Data Sources: MRA Data from staff, students, and families

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Staff will implement Leader in Me lessons and relationship-building practices through morning meetings, leadership language, and intentional opportunities to strengthen positive relationships among students and staff. **Strategy's Expected Result/Impact:** Students and staff will experience a supportive and connected school environment, contributing to sustained or increased School Climate results on the MRA. **Staff Responsible for Monitoring:** Leadership Team, Culture Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: Campus leadership will continue intentional staff recognition, celebrations, communication, and relationship-building opportunities that strengthen staff connection, morale, and collective efficacy. **Strategy's Expected Result/Impact:** Staff will feel valued, supported, and connected to the campus mission, contributing to a positive adult culture that supports a positive student experience. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Sherman ISD will cultivate a positive, inclusive, and respectful climate and culture across all campuses, ensuring that students, staff, and families feel safe, valued, and connected.

Performance Objective 2: By the end of the 2026-2027 school year, Parker Elementary will strengthen consistent implementation of campus-wide PBIS and behavior expectations to provide students with a predictable, positive, and supportive experience across classrooms and common areas.

Evaluation Data Sources: PBIS Data, MRA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: The Culture Team will refine and communicate common campus-wide behavior expectations, reinforcement practices, and response procedures to increase consistency across classrooms and common areas. **Strategy's Expected Result/Impact:** Students will experience clear, predictable expectations and consistent adult responses, resulting in a safer, more positive learning environment and increased instructional time. **Staff Responsible for Monitoring:** Leadership Team, Culture Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: The Culture Team will review, teach, monitor, and refine expectations and procedures for common areas, including the cafeteria, buses, dismissal, hallways, and morning flex spaces. **Strategy's Expected Result/Impact:** Increased consistency in common-area routines will improve student safety, transitions, behavior, and the overall student experience. **Staff Responsible for Monitoring:** Leadership Team, Culture Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 3: Staff will use proactive relationship-based practices, positive reinforcement, and targeted Tier 2 behavior supports for students requiring additional behavioral intervention. **Strategy's Expected Result/Impact:** Students with identified behavioral needs will receive earlier and more individualized support, reducing repeated behavioral concerns and increasing successful participation in the learning environment. **Staff Responsible for Monitoring:** Leadership Team, Culture Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Sherman ISD will cultivate a positive, inclusive, and respectful climate and culture across all campuses, ensuring that students, staff, and families feel safe, valued, and connected.

Performance Objective 3: By May 2027, Parker Elementary will increase Student Belonging from 75 to 78 as measured by the Leader in Me Measurable Results Assessment (MRA), with a focus on ensuring students feel accepted, respected, included, connected to meaningful relationships, and valued as contributors to the school community.

Evaluation Data Sources: MRA data from 4th and 5th grade students

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Parker Elementary will develop meaningful student leadership roles and opportunities for students to contribute to classrooms and the campus community. **Strategy's Expected Result/Impact:** Students will increasingly see themselves as valued contributors to the Parker community, strengthening ownership, empowerment, and belonging. **Staff Responsible for Monitoring:** Culture Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: Staff will intentionally strengthen meaningful relationships between students, peers, and trusted adults through classroom and campus practices designed to ensure students feel accepted, respected, included, and known. **Strategy's Expected Result/Impact:** Students will report stronger connections with adults and peers, contributing to an increase in Student Belonging from 75 to 78 on the MRA. **Staff Responsible for Monitoring:** MRA student data **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Sherman ISD will strengthen partnerships with families and the broader community by increasing meaningful two-way communication, participation, and collaboration in school activities, decision-making processes, and student learning.

Performance Objective 1: By the end of the 2026-2027 school year, Parker Elementary will increase meaningful opportunities for families to understand student learning, monitor academic progress, and partner with teachers in supporting student growth.

Evaluation Data Sources: MRA family data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Parker Elementary will provide opportunities such as Curriculum Night, parent conferences, and other academic opportunities that help families understand grade-level expectations, student progress, and ways to support learning at home. **Strategy's Expected Result/Impact:** Families will have increased understanding of academic expectations and student progress, strengthening the home-school partnership and support for student achievement. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: Teachers and campus staff will maintain consistent communication through various paper and digital formats with families regarding student progress, learning expectations, academic needs, and available supports while providing resources and strategies families can use to support learning at home. **Strategy's Expected Result/Impact:** Families will receive timely, meaningful information and resources that increase their understanding of student learning and strengthen their ability to partner with teachers in supporting academic growth. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Sherman ISD will strengthen partnerships with families and the broader community by increasing meaningful two-way communication, participation, and collaboration in school activities, decision-making processes, and student learning.

Performance Objective 2: By the end of the 2026-2027 school year, Parker Elementary will expand opportunities for two-way family communication, family voice, volunteerism, and community partnership to increase stakeholder participation in the school community and campus improvement efforts.

Evaluation Data Sources: MRA family data and PTA feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Parker Elementary will provide ongoing opportunities for families to share feedback and participate in campus decision-making through surveys, feedback opportunities, campus meetings, and other communication systems. **Strategy's Expected Result/Impact:** Increased family voice and two-way communication will strengthen trust, engagement, and shared ownership while helping campus decisions and practices reflect the needs of students and families. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: Parker Elementary will collaborate with PTA, families, local businesses, organizations, and community members to provide meaningful opportunities for volunteerism, participation, resources, and experiences that support students, staff, and the school community. **Strategy's Expected Result/Impact:** Increased family and community participation will strengthen school-community relationships, expand resources and opportunities for students, and increase stakeholder connection and investment in Parker Elementary. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue