

Clint Independent School District
William D. Surratt Elementary
2024-2025 Goals/Performance Objectives/Strategies



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Goals






Goal 1: William David Surratt Elementary will be a model of high standards for student academic excellence.






Performance Objective 1: Students in grades 3-5 will meet or exceed the STATE Meets percentage in STAAR . Students in PK-2 will be at 90% ON TRACK at EOY in both math and reading formal assessments.











HB3 Goal

Evaluation Data Sources: BOY, MOY and EOY data for MAP and I ready assessments.
District benchmarks and Interim data.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Provide high-quality instructional materials (HQIM) and resources for all content areas, including essential classroom and office supplies, testing materials, science lab equipment, manipulatives, visuals, technology, instructional software, audio tools, and furniture. Strategy's Expected Result/Impact: Increased Academic achievement and growth for al students. Staff Responsible for Monitoring: Admin, Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$80,000, - 211 ESEA, TI A IMP - \$25,000 | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
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| Strategy 2: Utilize a campus developed MTSS program model to refer and provide intervention for all students who are referred for failing subjects, unsatisfactory performance on STAAR, and not reading on grade level. It will include connections with discipline and attendance. Strategy's Expected Result/Impact: Individual student growth in core content areas. More students achieving Approaches, Meets and Masters on STAAR. Staff Responsible for Monitoring: Administration All teachers Counselor Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Provide an intervention time during the school day to focus on instructional needs of students based on assessment data. Strategy's Expected Result/Impact: Individual student growth in core content areas. More students achieving Approaches, meets and masters on STAAR. Staff Responsible for Monitoring: Administration Coaches Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 211 ESEA, TI A IMP | | Formative | | | Summative |
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| Strategy 4 Details | | Reviews | | | |
|---|--|---|---|---|-----------|
| Strategy 4: Teachers will begin goal setting and tracking classroom data in addition to having their students goal set and track their own data. Strategy's Expected Result/Impact: Increased awareness of both teacher and student progress. A better opportunity to reflect and adjust our teaching and learning processes. Higher achievement and growth for students. Data based collaboration opportunities for other students. Staff Responsible for Monitoring: Admin Teachers Students Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | | Formative | | | Summative |
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| Strategy 5 Details | | Reviews | | | |
| Strategy 5: WDS will offer supplemental tutoring, intersession programs and supplemental academic enrichment activities to students PK- 5 who are in need of support to close gaps, as well as those that require acceleration. This will include all field trips. Transportation will be provided for all of these activities. Strategy's Expected Result/Impact: Academic Growth for all students on all relevant assessments to include district and state tests. Staff Responsible for Monitoring: Admin Coaches Teachers Counselors LPAC clerk Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 211 ESEA, TI A IMP - \$19,500 | | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 6: Provide (Early Education, Dyslexia, GT, Bilingual, Sped) research-based materials, resources, and opportunities for identification/interventions/accelerations for all students. Materials include office and classroom resources and supplies, personal care service supplies, testing materials, manipulatives, visuals, technology, audio and furniture, participation fees and transpiration. Strategy's Expected Result/Impact: Increased academic support and growth for all special population students. Staff Responsible for Monitoring: Admin, Special pop teachers, gen ed teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Classroom Materials - 199 GENERAL FUND - 199.11.63XX - \$15,600 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Provide instructional software and online subscriptions to all students that will support and increase technology skills and academic proficiency. Strategy's Expected Result/Impact: Technology will serve as an additional method of delivering and assessing content. Students will become proficient with software deliverables and teachers will be able to tailor online usage of programs to meet student individual needs. Staff Responsible for Monitoring: Teachers, Coaches, librarian Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$19,000 | Formative | | | Summative |
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Goal 1: William David Surratt Elementary will be a model of high standards for student academic excellence.

Performance Objective 2: WDS will offer all students equal access to engaging instruction and powerful enrichment opportunities.

- Evaluation Data Sources:** Parent and student surveys
Quantitative measures:
MClass data
HMH checkpoints
Teacher made assessments
District assessments

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
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| <p>Strategy 1: Our Library will be the heart of our Makerspace. We will equip it with collaborative and flexible spaces, hands-on, TEKS- based activities, innovative technologies, and a creation station where children can design and bring their ideas to life. Library will also house an E- Gaming space. This year we are creating a musical makerspace in Portable 17. Makerspace is also extending outside to include a flower and vegetable gardens.</p> <p>Strategy's Expected Result/Impact: Through makerspace participation, desired outcomes include producing tangible objects, developing STEM (science, technology, engineering, and mathematics) knowledge, gaining real-life skills, preparing for careers, having fun, working in teams, developing friendships, and generating new interests.</p> <p>Staff Responsible for Monitoring: Admin, Librarian, Technology Coach, HIT Campus Lead, Makerspace Committee</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$15,000</p> |  |  | | |




| Strategy 2 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 2: We will offer students opportunities to engage in content driven enrichment activities such as STEAM and Makerspace nights.</p> <p>Strategy's Expected Result/Impact: These activities will support higher parental involvement and support academics.</p> <p>Staff Responsible for Monitoring: Teachers Admin Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 282 ESSER III - \$1,400</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: WDS will offer students STEAM enrichment activities, such as robotics and broadcasting to all students both during the school day and afterschool or on Saturdays. This will include fees and supplies needed for all competitions and programs.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in STEAM activities and increased achievement in the Core areas.</p> <p>Staff Responsible for Monitoring: Teachers: Role: Lead the instruction and facilitate the enrichment activities. Responsibilities: Plan and conduct robotics and broadcasting lessons, coordinate participation in competitions, and ensure alignment with educational goals. Campus Instructional Coach: Role: Oversee enrichment programs and ensure proper integration into the school schedule. Responsibilities: Develop the structure and schedule for enrichment, collaborate with teachers, and manage resources and supplies. Administrative Team; Role: Oversee the overall implementation and ensure alignment with campus goals. Responsibilities: Approve budgets, secure funding for fees and supplies, and provide support for program logistics and staffing needs. Library/Media Specialist Role: Support broadcasting activities and integrate media literacy. Responsibilities: Assist students with media production, research, and broadcasting skills.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 281 TITLE IV, PART A SSAEP - \$6,200</p> | Formative | | | Summative |
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Goal 1: William David Surratt Elementary will be a model of high standards for student academic excellence.

Performance Objective 3: By the end of the 2024-2025 school year, WD Surratt Elementary School will see a measurable increase in academic performance for Special Education students as evidenced by a 10% increase in grade-level proficiency on state assessments and progress monitoring tools (i.e., i-Ready, STAAR). This will be achieved through the implementation of differentiated instruction in all classrooms, with targeted supports for teachers, students, and leadership.

Evaluation Data Sources: BOY, MOY and EOY data for MAP and I ready assessments.
District benchmarks and Interim data. STAAR data.








| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Teachers will implement differentiated instruction through small-group learning and i-Ready personalized pathways, using scaffolding and intervention plans to ensure all students, including those in Special Education and English learners, can access grade-level content. Instruction will be guided by formative assessment data and targeted language support to meet diverse student needs and foster academic growth.</p> <p>Strategy's Expected Result/Impact: By implementing differentiated instruction through small-group learning, personalized pathways, and targeted interventions, teachers will create more equitable access to grade-level content for all students.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, Admin are responsible for implementation.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> |  |  |  | |

| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Leadership will provide targeted professional development on differentiation and inclusive practices, ensuring teachers have the tools and strategies needed to meet learner needs. Ongoing support will be offered through coaching cycles, with a focus on classroom implementation, observed through regular monitoring and feedback cycles.</p> <p>Strategy's Expected Result/Impact: By providing targeted professional development and ongoing coaching cycles, leadership will enhance teachers' ability to effectively differentiate instruction for diverse learners, particularly in the Special Education population. This approach is expected to result in increased teacher proficiency in inclusive practices, improved student engagement, and measurable academic growth.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, Admin are responsible for implementation.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Students will be empowered to actively engage in their learning by consistently utilizing designated testing and classroom accommodations to enhance their academic performance. Leadership and teachers will also foster self-advocacy skills, enabling students to communicate their learning needs and take an active role in shaping their educational experience.</p> <p>Strategy's Expected Result/Impact: By consistently utilizing accommodations and developing self-advocacy skills, students--especially those in Special Education--will experience increased confidence, engagement, and independence in their learning. This will lead to improved academic performance, as students will better navigate both classroom tasks and assessments.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, Admin are responsible for implementation.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | Formative | | | Summative |
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Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

Performance Objective 1: All staff and students will participate in the campus Positive Behavior and Intervention Support initiative in conjunction with Social Emotional Learning (SEL) strategies and instruction.








Evaluation Data Sources: Reduced number of discipline referrals and counselor referrals for behavior issues and bullying;

| Strategy 1 Details | | Reviews | | | |
|--|--|---|---|---|-----------|
| Strategy 1: PBIS committee attend training and meet throughout the school year to create campus protocol and programs for teachers, students and parents. in order to nurture and maintain a positive learning environment. Strategy's Expected Result/Impact: Improved time on task Improved student engagement and participation Minimize student interruption of learning Less discipline referrals Improved parent communication Staff Responsible for Monitoring: Administration All classroom teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | Formative | | | Summative |
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Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

Performance Objective 2: WDS will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.






Evaluation Data Sources: Climate Survey and Safety Walkthrough documentation

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Campus Safety Committee will meet at least once a month to review safety procedures and conduct emergency safety drills (i.e. fire, lockdowns, shelter-in-place). Strategy's Expected Result/Impact: Safety protocol can be rined monthly to ensure a safe environment. Staff Responsible for Monitoring: AP S1 SRO ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
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Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

Performance Objective 3: WDS will build and support a purposeful counseling program that meets the needs of all students through individual and group counseling and classroom lessons.






Evaluation Data Sources: Counseling schedules, decrease in reported discipline and outcries. Improved campus culture.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: WDS counseling program will meet all requirements to be a LSSSCA Gold counseling program. | Formative | | | Summative |
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Goal 3: William David Surratt Elementary will operate efficiently, being fiscally responsible.

Performance Objective 1: WDS will have an Campus Improvement Team (CIT) made up of teachers, parents and administration to review campus and district goals, review budget items and address campus needs. This team will also ensure funds are allocated, tracked and encumbered appropriately.








Evaluation Data Sources: All campus allocated funds will be encumbered by district stated deadlines.

| Strategy 1 Details | Reviews | | | |
|--|-----------|---|-----|-----------|
| Strategy 1: The CIT will meet at minimum once a semester to review school-related goals and address campus needs. Strategy's Expected Result/Impact: More transparency in the decision-making process for our campus. Staff Responsible for Monitoring: Administration Teachers CIT members Parents Community members ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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Goal 3: William David Surratt Elementary will operate efficiently, being fiscally responsible.

Performance Objective 2: Produce an average yearly attendance rate of 97%.

Evaluation Data Sources: Share the Average Daily Attendance (ADA) report with all faculty and staff weekly. Provide more students incentives to promote attendance.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Creation of an Attendance Committee to provide guidance on students who have severe attendance issues. This committee will be an important part of the MTSS. Strategy's Expected Result/Impact: Improvement of attendance Staff Responsible for Monitoring: Administration Classroom teachers CIS Attendance Clerk ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: WDS will implement an attendance challenges that encourage students to come to school. Incentives may include free dress, popcorn parties, or Mario Parties and a field trip to the class with the best attendance. Strategy's Expected Result/Impact: Improvement of attendance Staff Responsible for Monitoring: Teachers Administration ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: We will develop system of monitoring of students who arrive tardy or are frequently absent . Strategy's Expected Result/Impact: Improved attendance and communication of attendance expectations. Staff Responsible for Monitoring: Attendance Clerk Teachers Administration Attendance and MTSS committee ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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No Progress



Accomplished



Continue/Modify










Discontinue

Goal 4: William David Surratt Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: WDS will be in compliance with all state and district standards for all certified personnel.




Evaluation Data Sources: All certifications will be up-to-date with district and state standards for certified personnel.







| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: All WDS faculty will be fully certified as applies to state and district standards. All certifications will be up-to-date. Strategy's Expected Result/Impact: Certification data Staff Responsible for Monitoring: Administration Central office personnel ESF Levers: Lever 2: Strategic Staffing | Formative | | | Summative |
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Goal 4: William David Surratt Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: All faculty and staff will participate in targeted, appropriate professional development designed to further their craft.

Evaluation Data Sources: All faculty and staff will have participated in at least one professional development session each semester.

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Provide professional development for all teachers to ensure student growth and success in all content areas assessments, to include STAAR redesign and HQIM. The professional development will be offered by the district, Region 19, out of district and out of town, if necessary. Strategy's Expected Result/Impact: Professional development is meant to support teacher pedagogy and implementation of district materials and programs in order to increase student learning and achievement. Staff Responsible for Monitoring: Administration Curriculum coaches Central Office Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$8,600, - 211 ESEA, TI A IMP - \$7,500, - 199 GENERAL FUND - 199 PIC 30 - \$1,500 | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 2 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 2: Provide professional development and/or pay for registration fees and dues for instructional staff in their respective areas of support. This professional development will be offered by the district, Region 19, out of district and out of town, if necessary.</p> <p>Strategy's Expected Result/Impact: Increased awareness and effectiveness in respective areas. Further development of our counseling/PBIS/SEL program to support the career, social emotional and academic development of all students.</p> <p>Staff Responsible for Monitoring: Administrators Curriculum coach Counselor Nurse</p> <p>Title I: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$17,700, - 199 GENERAL FUND - \$3,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers will utilize TEKS planning to focus on instructional resources and assess students at the end of every nine weeks in content areas by grade level to better evaluate classroom instruction and student progress</p> <p>Strategy's Expected Result/Impact: Teachers will be provided with data on student achievement levels and understanding of the student expectations for learning. This data will be used to assist in lesson planning and instruction.</p> <p>Staff Responsible for Monitoring: Curriculum Coaches, Administration, Grade Level Leads</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$6,000, - 199 GENERAL FUND - \$8,000</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 4 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 4: WDS Admin team will develop teacher opportunities for empowerment and growth through structured Coaching Cycles. Strategy's Expected Result/Impact: More targeted teacher support and coaching will improve delivery and instruction of HQIM for all teachers. This should improve scores and student growth. Staff Responsible for Monitoring: WDS Administrative team, to include curriculum coaches, will engage in coaching cycles with all teachers. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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Goal 5: William David Surratt Elementary will include parents, community, and business members in the education of all students.

Performance Objective 1: Incorporate the input of parents, community and business members in the decision-making process at the campus level.




Evaluation Data Sources: Parents, community members and business partners will participate in PTO, CIT and PAC committees to communicate ideas about WDS.









| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Parents will have the opportunity to share their ideas with the campus and give us feedback on the initiatives we have in place. Furthermore, this survey will serve as a data collection piece for obtaining volunteers and more understanding of what parents want to see and learn from us this year. Strategy's Expected Result/Impact: More Parental Involvement. Staff Responsible for Monitoring: CIS, ADMIN, Teachers, Counselors, PBIS lead TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | | Summative |
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Goal 5: William David Surratt Elementary will include parents, community, and business members in the education of all students.

Performance Objective 2: Provide opportunities for parents to become involved in our school by offering a variety of parent sessions, activities and opportunities they are interested in and to be of service to the school .

Evaluation Data Sources: PFE Survey
Attendance and signature sheets

| Strategy 1 Details | Reviews | | | |
|--|--|---|---|-----------|
| <p>Strategy 1: We will provide all general supplies, services, hospitality and materials needed to run parent sessions and parent based campus activities. This will include contracted services to present to parents on various topics and reading materials for parents to encourage and support learning at home.</p> <p>Strategy's Expected Result/Impact: Building parental capacity benefits students and the school. Good communication between parents and teachers decreases absenteeism. Academic performance increases. Parental involvement helps improve student behavior in the classroom. Parental involvement improves teacher performance. Parents feel happier and more involved with their children's education.</p> <p>Staff Responsible for Monitoring: ADMIN, Teachers, Counselors</p> <p>Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$7,390</p> | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| |  90% |  100% |  100% | |

| Strategy 2 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 2: Provide parents with campus and district information on curriculum, policies and initiatives, and volunteer opportunities in order to promote parent involvement in campus committees such as Campus Improvement Committee (CIT), District Improvement Committee (DIC), Parent-Teacher Organization (PTO),. Strategy's Expected Result/Impact: Higher parental participation in campus committees. Staff Responsible for Monitoring: Admin Counselors Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | | Summative |
| | Sept | Nov | Feb | May |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Increase campus parental involvement and communication by providing more opportunities for parents to come to campus to participate and attend workshops -conferences & PD.s. This will assist in improving student behavior and the overall school environment. Strategy's Expected Result/Impact: Improved Student Behavior, Enhanced School Environment, Higher Student Achievement, Strengthened Parent-Teacher Relationships, and Support for Staff. Implementing these strategies will not only boost parental involvement but also create a more supportive, well-rounded school environment where students, parents, and staff feel connected and empowered. Staff Responsible for Monitoring: Teachers, Admin, Staff Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 ESEA, TI A IMP - \$2,971 | Formative | | | Summative |
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