

Bremond Independent School District
Bremond Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 8, 2022

Demographics

Demographics Summary

For our 2022-2023 Campus Plan, we will use the 2021 TEA Statewide Ratings & Demographic Information and our 2021 Fall PEIMS data submission. We will consider the total student population, economically disadvantaged population, ethnicity, at-risk student population, ESL, gifted and talented, special education population, and student to teacher ratios as we plan strategies for traditional improvement and the effects of COVID-19 on our campus.

Student Population

In grades EE-5 our total student population is 248 students. The total number includes 134 male students and 112 female students.

Student Population by Grade	
EE-PK	22
Kindergarten	41
1st Grade	34
2nd Grade	42
3rd Grade	36
4th Grade	31
5th Grade	42
Total	248

Economically Disadvantaged

Economic disadvantage affects children on several levels, including physical, social-emotional, and cognitive. Research shows that these students often struggle academically due to their environmental factors at home and their limitation of being exposed to real-world experiences. Bremond Elementary's free and reduced lunch data indicates that our student population is 51% economically disadvantaged.

Race & Ethnicity

Race & Ethnicity	
White	64%
Black	17%
Hispanic	14%
Asian	*
Two or More	5%

At-risk

Bremont Elementary data shows that 109 students (44%) met At-Risk criteria. Most of our at-risk students (44%) meet the criteria for indicator 1, readiness assessments.

ESL

ESL	
EE-PK	1
Kindergarten	4
1st Grade	0
2nd Grade	1
3rd Grade	2
4th Grade	4
5th Grade	2
Total	14 (.06%)

Gifted and Talented

Bremont Elementary School has a GT Timeline that includes complete screening of Kindergarten students with the NNAT3 Non-Verbal Ability Test in January. GT Nominations are open to all parents, staff, and others in January. At this time, there are 7 students being served through GT.

Special Education

Our campus serves 27 special education students representing 43 disabilities.

Campus Count by Disability	
Autism	6
Intellectual Disabilities	3
Specific Learning Disabilities	3
Other Health Impaired	7
Speech Impairment	22
Visual Impairment	2
Total	43

Student to Teacher Ratios

Bremont ISD attributes its academic success to smaller class sizes. As our community continues to grow, we see a trend in growth on our campuses. We also see increased numbers of transfer applications across all grade levels. Our current student-to-teacher ratio is 19:1. As we consider accepting transfer students we use these numbers to make individualized decisions based on grade level ratios.

Demographics Strengths

Our student-to-teacher ratio is really the key to meeting the needs of our diverse population and our students who need extra help to achieve success. We have identified more students who qualify as SPED in order to help meet their needs.

Student Achievement

Student Achievement Summary

Our campus definitely felt the effects of COVID-19 and virtual learning. Our student achievement data indicates drops in all content area STAAR assessments.

	Component Score	Scaled Score	Rating
Overall			Not Rated Declared State of Disaster
Student Achievement			
STAAR Performance	39	67	D
College, Career and Military Readiness			NA
Graduation Rate			NA
School Progress			
Academic Growth			NA
Relative Performance (Eco Dis: 50.8%)	39	58	F
Closing the Gaps	38	66	D

Distinction Designations

Distinction designations were not awarded in 2021.

Student Achievement Strengths

Historically, and on the latest STAAR, Grade 3 Math and ELAR scores outperform the state average at all performance levels. A focus on growth goals helped our third graders reach 46% at Masterly level, which is an improvement from the previous 30% At Masters. 3rd Grade Math At Masters increased ten percent from 21% in 2018 to 31% in 2019. In 2019-2020, we focused on student goals and expected to increase our At Masters in both subjects to at least 50%. Due to COVID-19, we will set our 2020-2021 goal at the same level.

School Culture and Climate

School Culture and Climate Summary

Student Attendance

A good measure of School Culture and Climate is the attendance rate and in the last several years our attendance rate has hovered just over 95%. Our attendance goal is 97%. The attendance rate is affected by many different things but most importantly is student health, including COVID-19. As our district goes shifts back to "normal" we expect to be able to meet our attendance goal of 97%. The elementary campus has procedures in place with our Student Support Services Director to contact absent students, obtain parent and doctor notes, and promote healthy attendance on our campus. We also have implemented attendance incentives to promote our attendance goal.

Discipline

The severity of the offenses and the need for ISS placements dropped significantly and general classroom management issues have improved. We have seen success with our character education strategies and use these to deter some discipline issues. Our campus-wide discipline program has helped with consistency in behavior management and office referrals.

With increased numbers of students diagnosed with Autism Spectrum Disorder, the campus has seen increased incidences in behaviors associated with Autism. This creates a different challenge, as these students often respond differently to behavior strategies. This calls for continuous professional development and increased training in research-based strategies that work with struggling learners.

School Culture and Climate Strengths

As in past years, our students, for the most part, are very well behaved and are very accepting of their differences. Parent support is a strength and our special programs meet student needs and transfer well over to classroom instruction. Our teachers and students practice character traits through whole group lessons, school-wide activities, and morning announcements.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All professional staff meets Bremond ISD's definition of a Highly Effective Teacher under ESSA as required by the Texas Teacher Equity Plan.

Staff Development activities are based upon results of annual staff surveys. Other considerations in the development of staff development schedules include DMAC data from STAAR tests, T-TESS Evaluations, and other state and federal requirements.

Staff Quality, Recruitment, and Retention Strengths

Bremond Elementary has a long history of being known as a quality educational organization. According to the latest TAPR, our district turnover rate for teachers is only 11%. Staff surveys indicate high scores in most areas of school business, especially in the areas of Community and Parent Involvement, School Safety, and Team Work.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Currently, we are using 100% TEKS Conforming textbooks in all subjects. The district uses DMAC to disaggregate Unit Assessments, Benchmarks, and state assessments. We use planned staff development days to go over student data, intervention plans, enrichment, etc. to make decisions and modify plans as needed. In DMAC, we use the Lead4ward heat mapping component to pinpoint our strengths and weaknesses. Teachers also use instructional technology to support curriculum needs and assign specific instructional technology for struggling learners and ELL learners.

We have a strong Math and Reading RtI Program in place, along with supports for ESL and Dyslexia. We are fortunate to have support staff in several grade levels to offer individualized support, as well as small group or behavioral support in the classroom.

Curriculum, Instruction, and Assessment Strengths

The district has made it a priority for students to have technology in their hands to use at school in their instructional settings. Each classroom on the Elementary campus has a classroom set of Google Chromebooks or Ipads for K and PK and as we implement newly adopted curriculum, online materials will be a priority for our students and parents to have access to the curriculum at home as well as at school. Also, Google Classroom has become a required LMS for our students to navigate online assignments and practice.

Parent and Community Engagement

Parent and Community Engagement Summary

We have implemented many new plans and procedures over the last year or so. Our parents have been receptive and supportive. As our campus opens back up to the community, our personnel and parents are thrilled to be back on campus for parent conferences, ARD meetings, and other events.

Our campus met with parents to discuss goals for ESSER funding and gained support for initiatives that meet campus and student needs. Overall, we always set our goals high in this area and provide ample opportunities for parent and community engagement via our school website, social media, and classroom communication tools, such as DOJO or REMIND.

Parent and Community Engagement Strengths

Face-to-face communication and in-person meetings and events provide the best opportunities for our parents. We have seen that virtual parent communication has not met our needs. The number of opportunities for our parents to be involved is considered a strength. Opportunities to get involved are communicated through our All-Call system, DOJO application, invitations sent home by our teachers, on our website, or via our Facebook page.

School Context and Organization

School Context and Organization Summary

The campus operates on a combined schedule, that incorporates parts of an eight-period day, which is adapted to the elementary schedules. In doing so, teachers who are shared by all campuses can schedule elementary classes into their schedule. Classes are varied, with PK-3 being self-contained, while 4th-5th are departmentalized.

The largest need in the School Context and Organization Focus Area is in assistance to students who are performing poorly or who indicate the lack of in-person learning may have caused a "slide" in academic performance this pandemic year. The campus has access to a full-day response-to-intervention teacher and we are developing a strong Dyslexia and ESL program, as well. The campus is a Title 1 Schoolwide Campus.

School Context and Organization Strengths

Teachers know that the Principal has an open door to come and voice concerns and will be supported in any initiatives that they want to try to better our school.

Technology

Technology Summary

Our campus is 1:1 with student devices. We have Chromebook carts in 100% of our classrooms. We also have Newline touchscreen smartboards in every classroom and in our specials. We have a collection of iPads that we check out for special projects. Our technology infrastructure is sufficient and is upgraded regularly. This year we were able to update our staff computers, as well. Our elementary students also have access to a Mac Lab so that we can expose our students to other types of devices, as well. We also have wireless hotspots available to students that do not have access to the internet at home.

Goals for Technology include strategic improvements for instructional technology, meeting the needs of our students so that they will be prepared for real-world applications. It is also our goal to provide strong virtual instruction if it becomes a need. Therefore, instructional planning via the use of technology has become a goal of professional development in the district.

Technology Strengths

Our students are fortunate to have access to various modes of technology at all times. Technology use in the classroom is changing to meet individual student needs and document student success via several online instructional platforms. Our teachers work to develop a balance of technology, hands-on, and real-world experiences so that our students are successful.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: August 15, 2022





Goal 1: Recruit, Retain, and Support Teachers and Principals.

Performance Objective 1: All teachers will meet requirements for being highly effective in their respective content areas.

Evaluation Data Sources: Data Walks, TTESS Evaluations, Informal Walkthroughs, Discipline Referrals, Benchmark and STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Post staff vacancies on the district website, social media, and/or TASA Job Board to attract highly effective teachers.</p> <p>Strategy's Expected Result/Impact: Highly effective teacher applications and interview ratings for the openings posted.</p> <p>Staff Responsible for Monitoring: Principal and Human Resources</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Mentors are assigned to first year and new-to-district teachers to support them as they adjust to teaching and BISD Culture.</p> <p>Strategy's Expected Result/Impact: Student academic success and highly effective teacher retention.</p> <p>Staff Responsible for Monitoring: Principal and Mentor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop plans to ensure certifications for teachers in special areas, such as ESL. Continuously monitor certifications expiration dates.</p> <p>Strategy's Expected Result/Impact: Certification for content areas and special areas required by TEA.</p> <p>Staff Responsible for Monitoring: Principal BES Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers are encouraged to engage in professional development that is based on need.</p> <p>Strategy's Expected Result/Impact: Improved student performance in the area of need. Varied instructional strategies observed.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers are encouraged to join and participate in professional organizations related to teaching.</p> <p>Strategy's Expected Result/Impact: Certificates of membership</p> <p>Staff Responsible for Monitoring: Principal and Classroom Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Implementation of a strong parent volunteer program will support teachers to meet individual student needs.</p> <p>Strategy's Expected Result/Impact: Parent Volunteer Applications and Information. Sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
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



Goal 1: Recruit, Retain, and Support Teachers and Principals.

Performance Objective 2: High-quality training and on-going professional development will be provided to teachers, administrators, and parents.

Evaluation Data Sources: 100% of teachers will be highly effective and well-practiced in the TEKS, Research-based Instructional Strategies, and Curriculum Documents. Data Walks, TTESS Evaluations, Informal Walkthroughs, Discipline Referrals, Benchmark and STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All faculty and staff are supplied with ESC 6 and ESC 12 Training calendars. Strategy's Expected Result/Impact: Certificates of Completion from ESC Training Sessions. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highly effective training, professional development opportunities, and required trainings are provided at BOY Inservice. Strategy's Expected Result/Impact: Sign In Sheets Certificates of Completion Staff Responsible for Monitoring: Principals and Superintendent</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Cover registration costs and travel expenses to attend professional development that is identified as needed by faculty members and administrators. Strategy's Expected Result/Impact: Records of Purchase Orders and request for travel, meals, and registration. Staff Responsible for Monitoring: Principal and Business Office</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Mentors are assigned to first year and new-to-district teachers to support them in teaching and in BISD culture. A research-based activity timeline will be provided.</p> <p>Strategy's Expected Result/Impact: Mentor and Mentee feedback, rating form, Data Walks, Informal walkthroughs, and TTESS Evaluations</p> <p>Staff Responsible for Monitoring: Principal Mentee Teacher Mentor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers are encouraged to engage in professional development that will keep them current and knowledgeable of best practices for struggling learners, students with Autism Spectrum Disorder, Sheltered Instruction, and other needed areas.</p> <p>Strategy's Expected Result/Impact: Certificates of completion and evidence of strategies in the classroom</p> <p>Staff Responsible for Monitoring: Principal and Classroom Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers/Admin will use data to determine the best staff development to improve their instruction and increase student achievement.</p> <p>Strategy's Expected Result/Impact: STAAR and Benchmark performance data. Teachers use low performing areas to determine needs.</p> <p>Staff Responsible for Monitoring: Principals and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Staff will cultivate personal learning and planning related to effective teaching, practice, and school culture.</p> <p>Strategy's Expected Result/Impact: TTESS Documentation indicates student success based on new trends from classroom teachers.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Recruit, Retain, and Support Teachers and Principals.

Performance Objective 3: All ELAR teachers will be ESL certified.

Evaluation Data Sources: 100% of ELA teachers will be ESL Certified to meet TEA expectations.





Strategy 1 Details	Reviews			
<p>Strategy 1: The district will cover expenses for ESL Training, study materials, reimbursement for ESL 154 TExES with a passing score, and the cost of adding ESL to SBEC certificate.</p> <p>Strategy's Expected Result/Impact: Expense will not be a roadblock to this goal.</p> <p>Staff Responsible for Monitoring: Principal and Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Recruit, Retain, and Support Teachers and Principals.

Performance Objective 4: All K-3 teachers will complete Texas Reading Academies as required by HB3.

HB3 Goal

Evaluation Data Sources: 100% completion by the end of 2022-2023 academic year.

Strategy 1 Details	Reviews			
<p>Strategy 1: TRA Stipends will be issued to teachers completing the Texas Reading Academies.</p> <p>Strategy's Expected Result/Impact: Incentive</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Build a Foundation of Reading and Math and Improve Low Performance Areas on STAAR and STAAR Academic Progress.

Performance Objective 1: The following performance measures will be met on Grades 3-5 STAAR Reading, Math, and Science Assessments.
 90% of ALL students will score at APPROACHES GRADE LEVEL
 60% of ALL students will score at MEETS GRADE LEVEL, and
 30% of ALL students will score at MASTERS GRADE LEVEL

HB3 Goal





Evaluation Data Sources: Benchmark Data and STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Work towards a lower teacher to student ratio for increased academic success and SEL. Strategy's Expected Result/Impact: Increased performance in all academic areas, on Unit Test, Benchmarks, and STAAR and improved student performance in SEL measures. Staff Responsible for Monitoring: Superintendent Principal Business Manager</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Curriculum alignment using content curriculum programs and TEKS Resource System to meet level of TEKS. Strategy's Expected Result/Impact: Increased understanding of grade level specific standards. Staff Responsible for Monitoring: Principal Teachers ESC 6 Curriculum Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Full day PK programs, meeting requirements of HB 3 will be implemented.</p> <p>Strategy's Expected Result/Impact: Increased performance in early reading and math skills and SEL.</p> <p>Staff Responsible for Monitoring: Superintendent Principal Registrar Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continued customization of of early intervention program and development of PK Reading and Math.</p> <p>Strategy's Expected Result/Impact: CLI Engage data will indicate increased student performance on Reading, Math, and all Social components. More accuracy with pre-registration enrollment.</p> <p>Staff Responsible for Monitoring: Principal Teachers Support Staff Registrar</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a phonics curriculum using systematic direct instruction in grades K-3.</p> <p>Strategy's Expected Result/Impact: Increased progress on STAR Early Literacy and STAR Reading will demonstrate an effective phonics program.</p> <p>Staff Responsible for Monitoring: Principal and Classroom Teachers, K-3</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Alignment of all digital programs (Waterford, Study Island, STAR Renaissance, Imagine Learning, Amplify, etc) to meet the needs of beginning readers, and offer enrichment for students working at or above grade level.</p> <p>Strategy's Expected Result/Impact: Increased academic performance in content areas.</p> <p>Staff Responsible for Monitoring: Principal Teachers Technology Personnel</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Prepare students in grades 3-5 for STAAR Redesign, through staff professional development, implementing additional online testing opportunities, practice with new question types, implementation of accommodations both in class and for assessments, and practice with evidence-based writing.</p> <p>Strategy's Expected Result/Impact: Increase performance on interim assessments and STAAR Assessments.</p> <p>Staff Responsible for Monitoring: Principal Teachers Technology Personnel</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Use a variety of research-based instructional strategies to meet the needs of all learners.</p> <p>Strategy's Expected Result/Impact: Increased student performance on Unit Tests, Benchmarks, and STAAR. Data Walks and TTESS Evaluations show varied instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers Pull out program Teachers Support Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: All English Language Learners will use Imagine Learning to support language development and academic success.</p> <p>Strategy's Expected Result/Impact: Increased performance on TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: ELL Coordinator Teachers RtI</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Benchmarks and Interim Assessments are scheduled in January to monitor student progress toward grade level expectations.</p> <p>Strategy's Expected Result/Impact: DMAC analysis should indicate adequate progress towards end of the year goal.</p> <p>Staff Responsible for Monitoring: Principal and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Use RtI and Tutorials to address the needs of students at risk of failing STAAR or other academic expectations.</p> <p>Strategy's Expected Result/Impact: Profile sheets and testing data will show response to intervention or need for different interventions.</p> <p>Staff Responsible for Monitoring: Principal Math & Reading Teacher RtI Personnel, Dyslexia Personnel, ESL Personnel</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: STAAR Tutorials for all students at risk of failing Unit Tests, Benchmarks, and STAAR. Proper documentation that meets HB 4545 requirements for tutorials will be implemented and monitored.</p> <p>Staff Responsible for Monitoring: Principal Teachers RtI Personnel Dyslexia Personnel SPED Personnel ESL Personnel</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: BES provides a library aide that coordinates the books, resource materials, incentives, author visits, and special programs for students to meet practice expectations for Accelerated Reader and other reading and writing initiatives.</p> <p>Strategy's Expected Result/Impact: Increased performance, as evidenced through the AR program, Unit Tests, Benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Superintendent Principal Library Aide</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Build a Foundation of Reading and Math and Improve Low Performance Areas on STAAR and STAAR Academic Progress.





Performance Objective 2: All students will meet the annual Progress expectation on all academic assessments, benchmarks, and STAAR.

Evaluation Data Sources: 100% of students will meet the Expected Progress or Accelerated Progress Measure on STAAR Reading, Math, Writing, and Science Assessments. PK-2nd Grade students will demonstrate at least one year's growth on all benchmark assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Unit Tests, Benchmarks, and Interim Assessments are scheduled to track growth expectations and expected progress. Student accountability cards, charts, or visuals support this strategy.</p> <p>Strategy's Expected Result/Impact: Increased performance with each unit test, benchmark or interim assessment, as documented on student accountability visuals.</p> <p>Staff Responsible for Monitoring: Teachers Principal Students</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: DMAC will be used to disaggregate assessment data by subgroups to determine academic progress and proficiency.</p> <p>Strategy's Expected Result/Impact: Increased performance on unit tests, STAAR interim assessments, and benchmarks will be evident. Progress measures indicate student expected or accelerated progress.</p> <p>Staff Responsible for Monitoring: Principal Teachers Rtl</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Response to Intervention groups will be pulled out for Reading and Math, based on student data and teacher recommendation.</p> <p>Strategy's Expected Result/Impact: Increased performance on student objectives, benchmarks, unit tests, and STAAR, especially as a measure of progress.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal RtI Personnel ESL Support Dyslexia Personnel</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement targeted interventions for all 5 components of reading.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal Teachers RtI Personnel Dyslexia Personnel ESL Personnel SPED Personnel</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement targeted interventions for Math at all grade levels.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal Teachers RtI Personnel SPED Personnel ESL Personnel</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional development on designing engaging lessons and varying research-based instructional strategies.</p> <p>Strategy's Expected Result/Impact: Evidence of a variety of research-based instructional strategy and increased student engagement as seen in Data Walks and TTESS Evaluations.</p> <p>Staff Responsible for Monitoring: Superintendent Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Class Composer is used to provide a summary of all assessments, growth, grades, and benchmark criteria.</p> <p>Strategy's Expected Result/Impact: Each student's profile sheet is used a quick reference for determining progress towards goals, parent meetings, class roster development, and special programs.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide Guidance Counseling and Individual Counseling for students struggling with SEL needs that have the potential to impact student progress.</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Build a Foundation of Reading and Math and Improve Low Performance Areas on STAAR and STAAR Academic Progress.

Performance Objective 3: All parents are invited, encouraged, and expected to play a more active role in student academic success and social, emotional learning.

Evaluation Data Sources: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.





Strategy 1 Details	Reviews			
<p>Strategy 1: BES will distribute to parents a written parent and family engagement policy and make it available to the community.</p> <p>Strategy's Expected Result/Impact: PFE in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor.</p> <p>Staff Responsible for Monitoring: Principal Office Personnel</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: BES will develop a school-parent compact to serve as a written agreement between teachers and parents and to provide an opportunity to create new partnerships in our school community.</p> <p>Strategy's Expected Result/Impact: Students' academic success improves when home and school work together.</p> <p>Staff Responsible for Monitoring: Teachers Parents</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue providing a variety of opportunities for parents and community to be welcomed visitors to campus functions like: Open House Book Fairs Class parties Field Trips Class presentations Field Day Awards program Family Math Night Parent involvement activities Annual TI and Planning Meetings</p> <p>Strategy's Expected Result/Impact: Visitor sign-in sheets Conference schedules Family Nights sign-in sheets, Agendas and Minutes</p> <p>Staff Responsible for Monitoring: Principal Staff Parents</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Orientations, Open House, and program training (Accelerated Reader, varied instructional strategies, homework help, etc.) will be held for students and their parents.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Commercially and locally developed general information and parent involvement literature will be made available to parents</p> <p>Strategy's Expected Result/Impact: Participation in events or programs.</p> <p>Staff Responsible for Monitoring: District Staff Teachers Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Increased verbal communication to parents with concerns about Academics or Student Behavior. Teachers also use DOJ, Remind, email, or other correspondence to communicate general classroom needs.</p> <p>Strategy's Expected Result/Impact: More positive feedback regarding communication with parents.</p> <p>Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Registrar</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Special programs and general education personnel will meet with parents to review data regarding academic progress and student behavior.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, test, benchmarks, and STAAR. Also, increased level of student engagement in all activities.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Parent information and student academic results will be sent home in the students' home language.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Increased parental involvement from families of English Language Learners.</p> <p>Staff Responsible for Monitoring: Principal Teacher ESL Personnel Technology Personnel</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Meet compliance obligations and procedural guidelines for all educational programming, including RtI, ESL, Dyslexia, and SPED services.</p> <p>Strategy's Expected Result/Impact: Parent Participation in decision-making and student success. Parents are notified of RtI provided and student progress monitoring results. Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal Teachers Parents All special programs personnel</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will use online curriculum and hard copies of homework that post examples of concepts teachers are working in class so parents can help their student with homework.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Technology Personnel Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Pre-referral committees will work with parents to plan interventions for students with academic needs or behavioral needs.</p> <p>Strategy's Expected Result/Impact: Email List displayed on Teacher's Website. Copies of email correspondence between teachers and parents.</p> <p>Staff Responsible for Monitoring: Teachers RtI, ESL, Dyslexia Personnel</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: A copy of the Bremond Elementary Campus Improvement Plan will be made available in the school's office and available to our Spanish speaking Parents upon request.</p> <p>Strategy's Expected Result/Impact: Spanish Speaking Parental involvement in the Campus Improvement process.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 13 Details	Reviews			
<p>Strategy 13: Parents are able to access student grades on BISD Parent Portal.</p> <p>Strategy's Expected Result/Impact: Increased usage of BISD Parent Portal by parents. Timely data entry so that student grades reflect up-to-date progress.</p> <p>Staff Responsible for Monitoring: Principal Counselor Registrar Teachers Parents</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Development of our Advanced Academic Program timeline, referrals, and opportunities for enrichment for GT students will be shared on BISD website and provided to parents upon request.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Increased opportunities of exploration of College and Careers.</p> <p>Increased opportunities for a variety of enrichment activities, outside of the general classroom.</p> <p>Staff Responsible for Monitoring: Principal GT Personnel Teachers Parents</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Connect to Career and College.

Performance Objective 1: Students will be introduced to a variety of potential career opportunities.

Evaluation Data Sources: Pre and Post Career Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will plan and execute a Career Day for students.</p> <p>Strategy's Expected Result/Impact: Increased knowledge about a variety of careers.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will focus on financial literacy to support students as they learn about a variety of careers.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Increased knowledge about a variety of careers.</p> <p>Goal Setting</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Invite local career people to share information on their career path.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Increased knowledge about a variety of careers.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Community Stakeholders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Plan and execute the annual 4th Grade Career Wax Museum.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Increased knowledge about a variety of careers.</p> <p>Staff Responsible for Monitoring: Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Connect to Career and College.

Performance Objective 2: Students will be introduced to a variety of post graduate opportunities, including college, vocational school, licensing, and work.

Evaluation Data Sources: Pre and Post Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a variety of research-based instructional strategies to teach study skills, note taking, non-linguistic representations, etc.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Increased knowledge of the requirements of a variety of postgraduate opportunities.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will focus on financial literacy to support students as they learn about a variety of post graduate opportunities and the fees associated with those options.</p> <p>Strategy's Expected Result/Impact: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p> <p>Increased knowledge of the requirements of a variety of postgraduate opportunities.</p> <p>Staff Responsible for Monitoring: Principal Teacher Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Plan site visits or demonstrations to colleges, technical schools, STEM site, or a variety of job opportunities.</p> <p>Strategy's Expected Result/Impact: All students will have had an experience with varied post-graduate opportunities prior to graduating 5th grade.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Low Performing Schools: Provide a safe, positive, and inviting environment for students, teachers, staff, and parents.

Performance Objective 1: Continue to decrease the percentage of incidents involving fighting, physical contact, harassment, horseplay, or bullying.

Evaluation Data Sources: Documented incidences in Educators Handbook

Strategy 1 Details	Reviews			
<p>Strategy 1: Examine reports of fighting to determine where and when incidences are occurring. Strategy's Expected Result/Impact: Decreased number of incidences and increased number of working strategies. Staff Responsible for Monitoring: Principal PEIMS</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Track discipline referrals using Educators Handbook and communicate with parents. Strategy's Expected Result/Impact: Reduction in the number of referrals. Reduction in the amount of lost class time for offenders. Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Faculty and staff will develop and implement procedures for all school activities, including hallway procedures, restroom procedures, cafeteria procedures, etc.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of classroom management issues. Reduction in the number of office referrals.</p> <p>Staff Responsible for Monitoring: Principal Teachers Support Staff</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will participate in Character Counts, Red Ribbon Week and Bullying Prevention activities.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of classroom management issues and office referrals.</p> <p>Increased number of working strategies to replace inappropriate behaviors.</p> <p>Staff Responsible for Monitoring: Principal Teachers Student Council</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Staff will complete Anti-Bullying Training.</p> <p>Staff Responsible for Monitoring: Superintendent Principal Teachers Support Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Low Performing Schools: Provide a safe, positive, and inviting environment for students, teachers, staff, and parents.


Performance Objective 2: Decrease the number of Inappropriate use of Technology incidences.


Evaluation Data Sources: Documented incidences in Educators Handbook


Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor web access and usage, using Go Guardian. Strategy's Expected Result/Impact: Decreased number of incidences. Stronger monitoring in the classroom. Staff Responsible for Monitoring: Principal Technology Personnel</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Examine reports of Inappropriate Use of Technology to determine when and where incidences are occurring. Staff Responsible for Monitoring: Principal PEIMS</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Review Technology Contract and consequences for misconduct with parents at Open House, Meet the Teacher, or conferencing events. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Teachers
Technology Personnel

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
- **TEA Priorities:**
Improve low-performing schools

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 4: Improve Low Performing Schools: Provide a safe, positive, and inviting environment for students, teachers, staff, and parents.

Performance Objective 3: Average Daily Attendance meets the district's goal of 97% or higher.

Evaluation Data Sources: Monthly ADA reports and PEIMS data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents of PK students will be notified of the compulsory attendance law for all students. Strategy's Expected Result/Impact: Required signature on Compulsory Attendance letter will be on file in student folders. Staff Responsible for Monitoring: Principal Secretary PK Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be contacted when a student misses a day or part of a day. Strategy's Expected Result/Impact: Improved daily attendance rates. Staff Responsible for Monitoring: Principal PEIMS</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize various incentives to encourage regular attendance and provide an accountability measure for students.</p> <p>Staff Responsible for Monitoring: Principal Secretary Teachers PEIMS</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students with perfect attendance will be recognized for each 6 weeks period.</p> <p>Strategy's Expected Result/Impact: Recognition will increase student attendance rates and encourage full day attendance.</p> <p>Staff Responsible for Monitoring: Principal PEIMS</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will be encouraged to use precautionary measures to prevent illnesses and spreading sickness.</p> <p>Strategy's Expected Result/Impact: Increased attendance during predicted "sick" seasons.</p> <p>Staff Responsible for Monitoring: Teachers Nurse Principal Janitorial Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Student Assistance Teams, including parents, will meet to address excessive attendance and tardy/leave early issues.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates and student progress in all academic areas.</p> <p>Staff Responsible for Monitoring: Principal Teachers PEIMS Parents Secretary</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				