

Bremond Independent School District

Bremond Elementary School

2019-2020 Goals/Performance Objectives/Strategies



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Campus Improvement Plan

Revised/Approved: November 13, 2015

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 Source(s) 1: Data Walks, TTESS Evaluations, Informal Walkthroughs, Discipline Referrals, Benchmark and STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Post staff vacancies on the district website, social media, and/or TASA Job Board to attract highly effective teachers.	2.4, 2.5, 2.6	Principal and Human Resources	Highly effective teacher applications and interview ratings for the openings posted.				
TEA Priorities Recruit, support, retain teachers and principals 2) Mentors are assigned to first year and new-to-district teachers to support them as they adjust to teaching and BISD Culture.	2.4, 2.5, 2.6	Principal and Mentor	Student academic success and highly effective teacher retention.				
TEA Priorities Recruit, support, retain teachers and principals 3) Develop plans to ensure certifications for teachers in special areas, such as ESL. Continuously monitor certifications expiration dates.	2.4, 2.5, 2.6	Principal BES Teachers	Certification for content areas and special areas required by TEA.				
TEA Priorities Recruit, support, retain teachers and principals 4) Teachers are encouraged to engage in professional development that is based on need.	2.4, 2.5, 2.6	Principal Classroom Teachers	Improved student performance in the area of need. Varied instructional strategies observed.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 5) Teachers are encouraged to join and participate in professional organizations related to teaching.	2.5	Principal and Classroom Teachers	Certificates of membership				
TEA Priorities Recruit, support, retain teachers and principals 6) Implementation of a strong parent volunteer program will support teachers to meet individual student needs.	2.4, 2.5, 2.6, 3.1, 3.2	Principal and Classroom Teachers	Parent Volunteer Applications and Information. Sign-in sheets				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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 Source(s) 2: 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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) All faculty and staff are supplied with ESC 6 and ESC 12 Training calendars.	2.4, 2.5, 2.6	Principal	Certificates of Completion from ESC Training Sessions.				
TEA Priorities Recruit, support, retain teachers and principals 2) Highly effective training, professional development opportunities, and required trainings are provided at BOY Inservice.	2.4, 2.5, 2.6	Principals and Superintendent	Sign In Sheets Certificates of Completion				
TEA Priorities Recruit, support, retain teachers and principals 3) Cover registration costs and travel expenses to attend professional development that is identified as needed by faculty members and administrators.	2.4, 2.5, 2.6	Principal and Business Office	Records of Purchase Orders and request for travel, meals, and registration.				
TEA Priorities Recruit, support, retain teachers and principals 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.	2.4, 2.5, 2.6	Principal Mentee Teacher Mentor	Mentor and Mentee feedback, rating form, Data Walks, Informal walkthroughs, and TTESS Evaluations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 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.	2.4, 2.5, 2.6	Principal and Classroom Teacher	Certificates of completion and evidence of strategies in the classroom				
TEA Priorities Recruit, support, retain teachers and principals 6) Teachers will use data to determine the best staff development to improve their instruction and increase student achievement.	2.4, 2.5, 2.6	Principals and Teachers	STAAR and Benchmark performance data. Teachers use low performing areas to determine needs.				
TEA Priorities Recruit, support, retain teachers and principals 7) Staff will cultivate personal learning networks related to effective teaching, practice, and school culture.	2.4, 2.5, 2.6	Principal and Teachers	TTESS Documentation indicates student success based on new trends from classroom teachers.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 1: 80% of all students will Meet or Master Reading, Math, Writing, and Science STAAR Assessments.





Evaluation Data Source(s) 1: Benchmark Data and STAAR Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Benchmarks and MOCK STAAR assessments are scheduled in January to monitor student progress towards grade level expectations.</p>	2.4, 2.5, 2.6	Principal and Classroom Teachers	DMAC analysis should indicate adequate progress towards end of the year goal.				
<p>TEA Priorities Build a foundation of reading and math 2) Unit Tests, Benchmarks, and MOCK STAAR assessments are scheduled in January to track growth expectations and expected progress. Student accountability cards, charts, or visuals support his strategy.</p>	2.4, 2.5, 2.6	Principal, Classroom Teachers, and Students	Increased performance with each Unit Test, Benchmarks, or MOCK STAAR, as documented on student accountability visuals.				
<p>TEA Priorities Build a foundation of reading and math 3) Identify students at risk of failing Math and Reading STAAR.</p>	2.4, 2.5, 2.6	Principal Math & Reading Teacher RtI Personnel, Dyslexia Personnel, ESL Personnel	Profile sheets and testing data will show response to intervention or need for different interventions.				
<p>TEA Priorities Build a foundation of reading and math 4) Provide a phonics curriculum using systematic direct instruction in grades K-3.</p>	2.4, 2.5, 2.6	Principal and Classroom Teachers, K-3	Increased progress on STAR Early Literacy and STAR Reading will demonstrate an effective phonics program.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) DMAC will be used to disaggregate benchmark data by subgroups to determine academic progress and proficiency.</p>	2.4, 2.5, 2.6	Principal Teachers	Increased performance on Unit Tests, Benchmarks, and STAAR will be evident. Progress Measures indicate student expected or accelerated progress.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) STAAR Tutorials for all students at risk of failing Unit Tests, Benchmarks, and STAAR.</p>	2.4, 2.5, 2.6	Principal Teachers RtI Personnel Dyslexia Personnel SPED Personnel ESL Personnel					
<p>TEA Priorities Build a foundation of reading and math</p> <p>7) Use a variety of research-based instructional strategies to meet the needs of all learners.</p>	2.4, 2.5, 2.6	Principal Classroom Teachers Pull out program Teachers Support Staff	Increased student performance on Unit Tests, Benchmarks, and STAAR. Data Walks and TTESS Evaluations show varied instructional strategies.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Curriculum alignment using TEKS Resource System and Supplemental Curriculum Programs, such as Pearson, Envision, HMH, StemScopes.</p>	2.4, 2.5, 2.6	Principal Teachers ESC 6 Curriculum Team					
<p>9) Response to Intervention groups will be pulled out for Reading and Math, based on student data and teacher recommendation.</p>	2.4, 2.5, 2.6	Principal Classroom Teachers RtI Personnel ESL Personnel Dyslexia Personnel	Increased performance on Unit Tests, Benchmarks, and STAAR, especially as a measure of progress.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>10) Alignment of all digital programs to meet the needs of beginning readers and offer enrichment for students working above grade level.</p>	2.4, 2.5, 2.6	Principal Teachers Technology Personnel					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 11) 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.	2.4, 2.5, 2.6	Superintendent Principal Library Aide	Increased performance, as evidenced through the AR program, Unit Tests, Benchmarks, and STAAR.				
TEA Priorities Build a foundation of reading and math 12) Continued implementation of online programs such as Study Island, STAR Math, STAR Reading, STAR Early Literacy, and Waterford to support early Reading and Math.	2.4, 2.5, 2.6	Principal Teachers Technology Personnel	Increase performance on student profiles from each program indicate success and progress toward goals.				
TEA Priorities Build a foundation of reading and math 13) Continued customization of of early intervention program and development of PK Reading and Math.	2.4, 2.5, 2.6	Principal Teachers Support Staff Registrar	CLI Engage data will indicate increased student performance on Reading, Math, and all Social components. More accuracy with pre-registration enrollment.				
TEA Priorities Build a foundation of reading and math 14) Full day PK programs, meeting requirements of HB 3 will be implemented.	2.4, 2.5, 2.6	Superintendent Principal Registrar Teacher	Increased performance in early reading and math skills and SEL.				
TEA Priorities Build a foundation of reading and math 15) Work towards a lower teacher to student ratio for increased academic success and SEL.	2.4, 2.5, 2.6	Superintendent Principal Business Manager	Increased performance in all academic areas, on Unit Test, Benchmarks, and STAAR and improved student performance in SEL measures.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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 Source(s) 2: 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.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Implement targeted interventions for all 5 components of reading.</p>	2.4, 2.5, 2.6	Principal Teachers RtI Personnel Dyslexia Personnel ESL Personnel SPED Personnel	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.				
<p>TEA Priorities Build a foundation of reading and math 2) Implement targeted interventions for Math at all grade levels.</p>	2.4, 2.5, 2.6	Principal Teachers RtI Personnel SPED Personnel ESL Personnel	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.				
<p>TEA Priorities Build a foundation of reading and math 3) Provide professional development on designing engaging lessons and varying research-based instructional strategies.</p>	2.4, 2.5, 2.6	Superintendent Principal Teachers	Evidence of a variety of research-based instructional strategy and increased student engagement as seen in Data Walks and TTESS Evaluations.				
<p>TEA Priorities Build a foundation of reading and math 4) Individualized Student Profile Sheets provide a summary of all assessments, growth, grades, and benchmark criteria.</p>	2.4, 2.5, 2.6	Principal Teachers	Each student's profile sheet is used a quick reference for determining progress towards goals, parent meetings, class roster development, and special programs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 5) Special programs and regular education personnel shall meet with parents to review data regarding academic progress and behavior.	2.4, 2.5, 2.6	Principal Diagnostician Teachers Counselor SPED Personnel RtI, ESL, and Dyslexia Personnel	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.				
TEA Priorities Build a foundation of reading and math 6) Utilize Content Mastery to support instructional needs.	2.4, 2.5, 2.6	Principal Teachers SPED Personnel	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.				
TEA Priorities Build a foundation of reading and math 7) Provide Guidance Counseling and Individual Counseling for students struggling with SEL needs that have the potential to impact student progress.	2.4, 2.5, 2.6	Principal Teachers Counselor					

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

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 Source(s) 3: Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Orientations, Open House, and program training (Accelerated Reader, varied instructional strategies, homework help, etc.) will be held for students and their parents.</p>	2.4, 2.5, 2.6, 3.2	Principal Counselor Teachers	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.				
<p>TEA Priorities Build a foundation of reading and math 2) Parents are able to access student grades on BISD Parent Portal.</p>	2.4, 2.5, 2.6, 3.2	Principal Counselor Registrar Teachers Parents	Increased usage of BISD Parent Portal by parents. Timely data entry so that student grades reflect up-to-date progress.				
<p>TEA Priorities Build a foundation of reading and math 3) Pre-referral committees will work with parents to plan interventions for students with academic needs or behavioral needs.</p>	2.4, 2.5, 2.6, 3.1	Teachers RtI, ESL, Dyslexia Personnel	Email List displayed on Teacher's Website. Copies of email correspondence between teachers and parents.				
<p>TEA Priorities Build a foundation of reading and math 4) Meet compliance obligations and procedural guidelines for all educational programming, including RtI, ESL, Dyslexia, and SPED services.</p>	2.4, 2.5, 2.6, 3.1	Principal Teachers Parents All special programs personnel	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>TEA Priorities Build a foundation of reading and math 5) 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>	2.4, 2.5, 2.6, 3.1	Teachers Technology Personnel Principal	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Build a foundation of reading and math</p> <p>6) Commercially and locally developed general information and parent involvement literature will be made available to parents</p>		District Staff Teachers Principals	Participation in events or programs.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>7) Increased verbal communication to parents with concerns about Academics or Student Behavior. Teachers also use DOJO, Remind, email, or other correspondence to communicate general classroom needs.</p>	2.4, 2.5, 2.6, 3.1	Principal Counselor Teachers Registrar	<p>More positive feedback regarding communication with parents.</p> <p>Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR.</p>				
<p>8) Continue providing a variety of opportunities for parents and community to be welcomed visitors to campus functions like: Open House Class parties Field Trips Class presentations Field Day Awards program Family Math Night Parent involvement activities Annual TI and Planning Meetings</p>	3.1, 3.2	Principal Staff Parents	<p>Visitor sign-in sheets Conference schedules Family Nights sign-in sheets, Agendas and Minutes</p>				
<p>9) 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>	3.1	Principal	Spanish Speaking Parental involvement in the Campus Improvement process.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>10) 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>	2.4, 2.5, 2.6	Principal GT Personnel Teachers Parents	<p>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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 11) Parent information and student academic results will be sent home in the students' home language.	2.4, 2.5, 2.6, 3.1	Principal Teacher ESL Personnel Technology Personnel	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR. Increased parental involvement from families of English Language Learners.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Connect to Career and College.

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

Evaluation Data Source(s) 1: Pre and Post Career Surveys

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) The counselor will plan and execute a Career Day for students.	2.4, 2.5, 2.6	Principal Counselor Teachers	Increased knowledge about a variety of careers.				
TEA Priorities Connect high school to career and college 2) Teachers will focus on financial literacy to support students as they learn about a variety of careers.	2.4, 2.5, 2.6	Principal Teachers	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR. Increased knowledge about a variety of careers. Goal Setting				
TEA Priorities Connect high school to career and college 3) Invite local career people to share information on their career path.	2.4, 2.5, 2.6	Teachers Counselor Community Stakeholders	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR. Increased knowledge about a variety of careers.				
TEA Priorities Connect high school to career and college 4) Plan and execute the annual 4th Grade Career Wax Museum.	2.4, 2.5, 2.6	Teachers Counselor	Increased performance on progress monitoring, Unit Tests, Benchmarks, and STAAR. Increased knowledge about a variety of careers.				

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 Source(s) 2: Pre and Post Surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college 1) Implement a variety of reseach-based instructional strategies to teach study skills, note taking, non-linguistic representations, etc.</p>	2.4, 2.5, 2.6	Principal Teachers	<p>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>TEA Priorities Connect high school to career and college 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>	2.4, 2.5, 2.6	Principal Teacher Counselor	<p>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>TEA Priorities Connect high school to career and college 3) Plan site visits to at least one college, one technical school or STEM site, and one job site.</p>			<p>All students will have had an experience with 3 post graduate opportunities prior to graduating 5th grade. For example, ~Grade 3 to Luminant to see job experience ~Grade 4 to Baylor to see a University ~Grade 5 to TSTC or a High School Technology Center to experience Vocational opportunities.</p>				
							

Goal 4: Provide a safe, positive, and inviting environment for students, teachers, and staff.

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

Evaluation Data Source(s) 1: Documented incidences in Educators Handbook

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Examine reports of fighting to determine where and when incidences are occurring.	2.4, 2.5, 2.6	Principal PEIMS	Decreased number of incidences and increased number of working strategies.				
TEA Priorities Improve low-performing schools 2) Track discipline referrals using Educators Handbook and communicate with parents.	2.4, 2.5, 2.6	Principal Teachers	Reduction in the number of referrals. Reduction in the amount of lost class time for offenders.				
TEA Priorities Improve low-performing schools 3) Faculty and staff will develop and implement procedures for all school activities, including hallway procedures, restroom procedures, cafeteria procedures, etc.	2.4, 2.5	Principal Teachers Support Staff	Reduction in the number of classroom management issues. Reduction in the number of office referrals.				
TEA Priorities Improve low-performing schools 4) Students will participate in Character Counts, Red Ribbon Week and Bullying Prevention activities.	2.4, 2.5, 2.6	Principal Teachers Student Council	Reduction in the number of classroom management issues and office referrals. Increased number of working strategies to replace inappropriate behaviors.				
TEA Priorities Improve low-performing schools 5) Staff will complete Anti-Bullying Training.	2.4, 2.5, 2.6	Superintendent Principal Teachers Support Staff					

Goal 4: Provide a safe, positive, and inviting environment for students, teachers, and staff.

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

Evaluation Data Source(s) 2: Documented incidences in Educators Handbook

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Monitor web access and usage, using Go Guardian.	2.4, 2.5, 2.6	Principal Technology Personnel	Decreased number of incidences. Stronger monitoring in the classroom.				
TEA Priorities Improve low-performing schools 2) Examine reports of Inappropriate Use of Technology to determine when and where incidences are occurring.	2.4, 2.5, 2.6	Principal PEIMS					
TEA Priorities Improve low-performing schools 3) Review Technology Contract and consequences for misconduct with parents at Open House, Meet the Teacher, or conferencing events.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Teachers Technology Personnel					

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: Provide a safe, positive, and inviting environment for students, teachers, and staff.

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

Evaluation Data Source(s) 3: Monthly ADA reports and PEIMS data.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools 1) Parents of PK students will be notified of the compulsory attendance law for all students.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal Secretary PK Teachers	Required signature on Compulsory Attendance letter will be on file in student folders.				
<p>TEA Priorities Improve low-performing schools 2) Parents will be notified when a student misses a day or part of a day using our automated call out system.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal Technology Personnel PEIMS	Call out rosters and attendance records will indicate improved attendance rates.				
<p>TEA Priorities Improve low-performing schools 3) Utilize various incentives to encourage regular attendance and provide an accountability measure for students.</p>	2.4, 2.5, 2.6	Principal Secretary Teachers PEIMS					
<p>TEA Priorities Improve low-performing schools 4) Students with perfect attendance will be recognized for each 6 weeks period.</p>	2.4, 2.5, 2.6	Principal PEIMS	Recognition will increase student attendance rates and encourage full day attendance.				
<p>TEA Priorities Improve low-performing schools 5) Students will be encouraged to use precautionary measures to prevent illnesses and spreading sickness.</p>	2.4, 2.5, 2.6	Teachers Nurse Principal Janitorial Staff	Increased attendance during predicted "sick" seasons.				
<p>TEA Priorities Improve low-performing schools 6) Student Assistance Teams, including parents, will meet to address excessive attendance and tardy/leave early issues.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal Teachers PEIMS Parents Secretary	Increased attendance rates and student progress in all academic areas.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June