

Luling Independent School District
Gerdes Junior High School
2024-2025 Campus Improvement Plan



Mission Statement

We will provide a challenging, rigorous curriculum that develops citizens that are prepared, empowered, and inspired to make a positive contribution to our communities.

Vision

Prepare • Empower • Inspire

Motto

Zero Quit!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gerdes Junior High School is a Title I campus with 72% percent of students identified as economically disadvantaged, 12% Emerging Bilingual, 7% identified as gifted and talented. The GJH staff is comprised of 29% Hispanic, 67% white, and 7% African-American.

2022 - 2023 Student Population	2023 - 2024 Student Population	2024 - 2025 Student Population
72% Hispanic	71% Hispanic	71% Hispanic
25% White	20% White	20% White
14% African American	7% African-American	7% African American
Title I Campus	Title I Campus	Title I Campus
72% of campus is identified as economically disadvantaged	72% of campus is identified as economically disadvantaged	73% of campus is identified as economically disadvantaged

2022 - 2023 Staff Population	2023 - 2024 Staff Population	2024 - 2025 Staff Population
29% Hispanic	29% Hispanic	42% Hispanic
67% White	67% White	47% White
7% African American	7% African American	11% African American

Demographics Strengths

Gerdes Junior High has a diverse student body that enriches the learning experience for everyone. The school values each student's unique qualities and recognizes that their varied backgrounds, skills, attitudes, and experiences contribute a wide range of perspectives to the educational environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The student demographics at Gerdes Junior High are not fully aligned with those of the teaching staff. This disparity can affect student engagement and cultural understanding. Bridging this gap is important to create a more inclusive learning environment where students feel represented by their educators. **Root**

Cause: A root cause of the demographic gap between students and teachers at Gerdes Junior High may be the school's geographic location, which limits access to a diverse pool of teaching candidates. Other contributing factors include salary competitiveness, housing availability, and location all of which can impact the recruitment and retention of diverse educators.

Student Achievement

Student Achievement Summary

	Performance	2024	2023	2022
6th RLA	Approaches	68%	57%	53%
	Meets	47%	31%	31%
	Masters	19%	11%	14%
7th RLA	Approaches	56%	68%	72%
	Meets	36%	35%	47%
	Masters	16%	15%	26%
8th RLA	Approaches	80%	83%	71%
	Meets	46%	57%	41%
	Masters	21%	24%	28%
6th Math	Approaches	58%	57%	74%
	Meets	26%	21%	28%
	Masters	3%	3%	9%
7th Math	Approaches	36%	38%	45%
	Meets	13%	12%	10%
	Masters	0%	0%	2%
8th Math	Approaches	61%	79%	56%
	Meets	27%	42%	27%

	Masters	7%	11%	5%
8th Algebra I	Approaches	86%	96%	93%
	Meets	62%	65%	59%
	Masters	43%	23%	34%
8th Science	Approaches	50%	78%	63%
	Meets	24%	42%	36%
	Masters	7%	15%	16%
8th Social Studies	Approaches	32%	51%	40%
	Meets	8%	12%	12%
	Masters	2%	6%	5%

Student Achievement Strengths

Student Achievement Growth

- 6th Grade Reading: Growth in Approaches 57% (2023) to 68% (2024), Growth in Meets 31% (2023) to 47% (2024), Masters 11% (2023) to 19% (2024)
- 7th Grade Reading: Growth in Meets 35% (2022) to 36% (2024), Masters 15% (2022) to 16% (2022)
- 6th Grade Math: Growth in Approaches 57% (2023) to 58% (2024), Meets 21% (2022) to 26% (2024)
- 7th Grade Math: Growth in Meets 12% (2023) to 13% (2024)
- 8th Grade Alg I: Growth in Meets 42% (2023) to 62% (2024), Master 15% (2022) to 43% (2024)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): While 6th and 7th graders at Gerdes Junior High School showed growth on STAAR assessments, 8th-grade scores dropped last year in all tested areas, except for 8th-grade Algebra I, which showed significant growth in Meets and Masters levels. This decline in overall performance highlights the need for targeted interventions to improve 8th-grade achievement and ensure readiness for high school. **Root Cause:** The decline in 8th-grade STAAR scores, despite growth in Algebra I, may be due to a lack of differentiated instruction for students not in advanced courses. While Algebra I students received targeted, rigorous instruction, the rest of the 8th-grade cohort may not have received adequate support or interventions to meet diverse learning needs, leading to a drop in overall performance.

School Culture and Climate

School Culture and Climate Summary

With a new principal and the support of a returning assistant principal, Gerdes Junior High School is focused on fostering a positive and inclusive school culture. Regular strategic check-ins allow faculty and staff to share feedback on successes and areas for improvement, giving all stakeholders a meaningful voice. The campus is fully staffed this year and is demonstrating a positive atmosphere in working together and supporting our students. We continue to grow as a campus with several new-to-teaching teachers who are eager to learn and develop their skills.

School Culture and Climate Strengths

At Gerdes Junior High School, our focus for the 2024-2025 school year is to create a safe, positive, and enriching environment for students and staff. As part of this effort, we have implemented the Ron Clark Academy House System, resulting in noticeable improvements in student participation, character development, and academic performance. Teachers have also crafted individual Classroom Action Plans, allowing them to customize classroom management to fit their unique teaching styles and student needs. Each month, we introduce a new campus-wide strategy, and we highlight the positive use of these strategies through schoolwide emails and recognition during campus meetings. Our ongoing focus is on cultivating a strong school culture and driving academic success for all.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): GJHS is fostering a positive environment, challenges persist in integrating new initiatives and supporting staff. Strategic check-ins provide feedback, ensuring all voices are heard. Despite being fully staffed and implementing the Ron Clark House System and Classroom Action Plans, stronger collaboration between new and experienced teachers are needed to grow school culture and academic success **Root Cause:** The challenges at Gerdes Junior High in fully integrating new initiatives stem from a lack of comprehensive training and support for staff, leading to inconsistent implementation across teachers with varying experience levels, which hinders the development of a cohesive school culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The administration at Gerdes Junior High School is dedicated to actively recruiting, hiring, and retaining highly qualified and effective teachers. Some recent hires are entering the profession through alternative certification and are receiving enhanced support in classroom management, instructional planning, and delivery. This school year, we have implemented a specialized schedule for ELAR teachers to support reading and writing while providing extra tutoring for students needing assistance through HB 4545. This includes pairing ELAR teachers with the same students for both reading and writing instruction and allowing for a common planning period. Teachers also benefit from various forms of support, including Professional Learning Communities (PLCs), grade-level and department meetings, instructional coaches, and personalized planning and professional learning sessions.

Staff Quality, Recruitment, and Retention Strengths

The campus administration has partnered with district administration to secure retention bonuses and stipends for teachers in hard-to-fill positions, helping to retain highly effective educators. To further enhance retention efforts, we employ several strategies, including immediate feedback from administrator walkthroughs and evaluations, high-quality professional development opportunities, and a mentorship program at both the district and campus levels. Additionally, we encourage collaboration through teaching teams and facilitate Professional Learning Communities (PLCs) to foster professional growth and support among our staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): GJHS faces challenges in supporting staff and students, particularly with recent alternative certification hires who need help with classroom management and instruction. We have implemented targeted support like a specialized ELAR schedule and mentorship programs, ongoing professional development and evaluating retention bonuses for hard-to-fill positions are essential. **Root Cause:** A key root cause of the challenges at Gerdes Junior High School is the limited experience of many recent hires entering through alternative certification, which requires additional support in classroom management and instructional delivery.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Gerdes Junior High School designs and implements instruction based on the TEKS, utilizing a variety of aligned resources. At the end of each unit, unit tests are administered alongside district benchmarks and released STAAR tests. Teachers deliver rigorous instruction to help students meet their academic goals. Regular classroom walkthroughs are conducted to ensure that learning is occurring at the highest level of rigor. In preparation for the STAAR assessments, teachers emphasize Academic Vocabulary, Student Conversations, and Writing. Professional learning in these areas takes place during PLCs, faculty meetings, and district professional learning days. These strategies should be observable in classroom instruction during walkthroughs and observations.

Curriculum, Instruction, and Assessment Strengths

At Gerdes Junior High, some students who did not meet the standard on STAAR are enrolled in both a grade-level math class and an additional math intervention class for extra support. Targeted intervention for other students who did not meet the standard on STAAR occurs during Eagle Advisory.

Reading and Language Arts teachers receive regular training on effective reading and writing strategies to enhance student achievement. They are supported by the instructional coach, who assists with planning and co-teaching to ensure successful implementation and growth. Math teachers also participate in content training, data analysis, and instructional planning with the math instructional coach and a consultant, who help with lesson planning, data review, and intervention development to improve student outcomes.

Students attend daily reading and writing classes to improve literacy skills. Those who scored in the high "Meets" or "Masters" range on the STAAR are placed in honors English for advanced instruction. Honors science and social studies classes are also available for advanced learners.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Gerdes Junior High has several support systems in place, such as math intervention, Eagle Advisory, and targeted reading and writing instruction, but consistent integration across classrooms is needed. Despite professional development and assessments, delivering rigorous instruction consistently remains a challenge. **Root Cause:** A significant root cause of the challenges at Gerdes Junior High lies in the inconsistent implementation of instructional strategies across classrooms. While support systems like math intervention classes and targeted reading and writing instruction are established, the varying levels of teacher experience and familiarity with these strategies contribute to disparities in delivery.

Parent and Community Engagement

Parent and Community Engagement Summary

At Gerdes Junior High School, we recognize the importance of active parent involvement in enhancing the educational experience of our students. Our goal is to create meaningful opportunities for parents to engage with their children's learning journey, staff, and community in supportive and fun environments. Here's how we aim to foster parent engagement:

1. **6th Grade Meet the Teacher Night:** A key opportunity for parents to build positive relationships with their children's teachers and learn about expectations for the school year..
2. **Parent Volunteer Network:** Our volunteer network will provide opportunities for parents to directly contribute to school programs, athletics, and events that enhance the student experience.
3. **Athletics and Band Concerts:** These school events provide parents with the chance to support their students' extracurricular achievements, while also building community spirit.
4. **School-Wide Meet the Teacher Events:** In addition to grade-level-specific events, we will host school-wide gatherings to ensure all parents have multiple opportunities to connect with the school.
5. **House-Related Events:** We are expanding our House system to create engaging and fun activities for families. Parents can participate in house competitions and team-building events, offering a unique way to connect with teachers and their children in a casual, positive setting.
6. **Improved Communication:** Through the use of platforms like ROOMS and weekly parent emails, we will ensure regular updates on student progress, tutoring options, and upcoming school events. Transparent, consistent communication will be a priority.
7. **Community Partnerships:** Collaborating with local organizations such as Bluebonnet Trails, Luling Community Health, and CIS, we will provide families with additional resources and support.

Parent and Community Engagement Strengths

Gerdes Junior High School has strengthened parent and community engagement through improved communication via weekly parent emails, the campus and district websites, social media, the 'Eagle Review' newsletter, and the ROOMS app, which has increased parent-teacher communication. Summer camps in athletics and fine arts provide students opportunities to build skills and connections. Monthly student and staff spotlights recognize achievements, fostering a positive school culture. Strong parental and community support is evident through active involvement in events, volunteering, and participation in the Parent Volunteer Network, contributing to a collaborative school environment.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Gerdes Junior High School recognizes the importance of active parent involvement in enhancing student educational experiences; however, we face challenges in effectively fostering this engagement. **Root Cause:** Many parents remain unaware of available resources and programs, leading to limited participation in key events like the 6th Grade Meet the Teacher Night and school-wide gatherings.

School Context and Organization

School Context and Organization Summary

Gerdes Junior High School benefits from strong district support, including push-in assistance, PLC participation, and instructional training in math and reading/writing. The school has access to instructional coaches and consultants. Teachers participate in decision-making through professional development, textbook adoption, faculty meetings, and climate surveys, while administrators conduct regular check-ins for feedback.

Perceptions of school leadership vary, but many students feel safe and trust the administration. The overall perception is improving as student achievements are recognized through calls home and house points.

The staff includes a principal, assistant principal, secretary, attendance clerk, counselor, two instructional coaches, a CIS staff member, 22 teachers, and four paraprofessionals. Weekly department meetings focus on instruction and collaboration, and the FELT (Fighting Eagle Leadership Team) meets monthly to support long-term improvement and uphold high expectations.

School Context and Organization Strengths

Reviewing student data to identify those requiring an additional intervention class in math proved successful in the 2023-2024 school year, and this practice will continue into the 2024-2025 school year. Academically, student performance is improving in ELAR and science. This year, ELAR was adapted to assign the same students to the same teachers for reading and writing classes, ensuring continuity in instruction. Additionally, math intervention has been added three times a week to Eagle Advisory. The FELT team is effectively utilized to collaboratively develop and implement solutions with fidelity. A detailed weekly newsletter to staff communicates clear priorities and expectations, while a separate newsletter in English and Spanish ensures that parents receive pertinent information in a timely manner.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Gerdes Junior High struggles to close performance gaps in math and ELAR, despite district support and intervention efforts. While frameworks like the FELT team and PLCs help, consistent academic growth and parent engagement remain challenges. Strengthening interventions, instructional continuity, and parent involvement is crucial for improving student achievement. **Root Cause:** Gerdes Junior High faces challenges in closing performance gaps in math and ELAR despite district support and interventions. Inconsistent implementation, limited parent engagement, and instructional continuity issues hinder academic growth. Strengthening interventions and parent involvement is key to improving student achievement.

Technology

Technology Summary

Gerdes Junior High School utilizes a variety of technology tools to enhance learning, including interactive TVs, Chromebooks (with a one-to-one ratio for students), iPads for Math and SPED, and educational apps like Plickers, Kahoot, Blooket, and TeacherMade. Platforms such as Eduphoria, Ascender, ROOMS, and Clever assist with classroom management and communication, while SENSO is used to monitor student computers in the classroom. Additionally, School Guard is implemented for campus safety.

Technology Strengths

The technology resources at Gerdes Junior High School create several strengths for the campus. Interactive TVs and document cameras enhance learning, while tools like Plickers and Kahoot foster student participation. The one-to-one Chromebook initiative allows for personalized learning experiences, and apps like Eduphoria and Ascender improve communication among teachers, students, and parents. These resources support collaboration and data-driven instruction, helping teachers address individual learning needs. Additionally, staff eagerness to learn about technology offers opportunities for targeted professional development.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Gerdes Junior High School has a range of technological resources, including interactive TVs, Chromebooks, document cameras, and educational apps. **Root Cause:** Staff report a lack of training and support, leading to underutilization of these tools. Issues such as damaged Chromebooks and insufficient charging resources further hinder effective technology use.

Priority Problem Statements

Problem Statement 1: GJHS faces challenges in supporting staff and students, particularly with recent alternative certification hires who need help with classroom management and instruction. We have implemented targeted support like a specialized ELAR schedule and mentorship programs, ongoing professional development and evaluating retention bonuses for hard-to-fill positions are essential.

Root Cause 1: A key root cause of the challenges at Gerdes Junior High School is the limited experience of many recent hires entering through alternative certification, which requires additional support in classroom management and instructional delivery.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: While 6th and 7th graders at Gerdes Junior High School showed growth on STAAR assessments, 8th-grade scores dropped last year in all tested areas, except for 8th-grade Algebra I, which showed significant growth in Meets and Masters levels. This decline in overall performance highlights the need for targeted interventions to improve 8th-grade achievement and ensure readiness for high school.

Root Cause 2: The decline in 8th-grade STAAR scores, despite growth in Algebra I, may be due to a lack of differentiated instruction for students not in advanced courses. While Algebra I students received targeted, rigorous instruction, the rest of the 8th-grade cohort may not have received adequate support or interventions to meet diverse learning needs, leading to a drop in overall performance.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Gerdes Junior High struggles to close performance gaps in math and ELAR, despite district support and intervention efforts. While frameworks like the FELT team and PLCs help, consistent academic growth and parent engagement remain challenges. Strengthening interventions, instructional continuity, and parent involvement is crucial for improving student achievement.

Root Cause 3: Gerdes Junior High faces challenges in closing performance gaps in math and ELAR despite district support and interventions. Inconsistent implementation, limited parent engagement, and instructional continuity issues hinder academic growth. Strengthening interventions and parent involvement is key to improving student achievement.

Problem Statement 3 Areas: School Context and Organization

Problem Statement 4: Gerdes Junior High has several support systems in place, such as math intervention, Eagle Advisory, and targeted reading and writing instruction, but consistent integration across classrooms is needed. Despite professional development and assessments, delivering rigorous instruction consistently remains a challenge.

Root Cause 4: A significant root cause of the challenges at Gerdes Junior High lies in the inconsistent implementation of instructional strategies across classrooms. While support systems like math intervention classes and targeted reading and writing instruction are established, the varying levels of teacher experience and familiarity with these strategies contribute to disparities in delivery.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: GJHS is fostering a positive environment, challenges persist in integrating new initiatives and supporting staff. Strategic check-ins provide feedback, ensuring all voices are heard. Despite being fully staffed and implementing the Ron Clark House System and Classroom Action Plans, stronger collaboration between new and experienced teachers are needed to grow school culture and academic success

Root Cause 5: The challenges at Gerdes Junior High in fully integrating new initiatives stem from a lack of comprehensive training and support for staff, leading to inconsistent implementation across teachers with varying experience levels, which hinders the development of a cohesive school culture.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: The student demographics at Gerdes Junior High are not fully aligned with those of the teaching staff. This disparity can affect student engagement and cultural understanding. Bridging this gap is important to create a more inclusive learning environment where students feel represented by their educators.

Root Cause 6: A root cause of the demographic gap between students and teachers at Gerdes Junior High may be the school's geographic location, which limits access to a diverse pool of teaching candidates. Other contributing factors include salary competitiveness, housing availability, and location all of which can impact the recruitment and retention of diverse educators.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Gerdes Junior High School recognizes the importance of active parent involvement in enhancing student educational experiences; however, we face challenges in effectively fostering this engagement.

Root Cause 7: Many parents remain unaware of available resources and programs, leading to limited participation in key events like the 6th Grade Meet the Teacher Night and school-wide gatherings.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Gerdes Junior High School has a range of technological resources, including interactive TVs, Chromebooks, document cameras, and educational apps.

Root Cause 8: Staff report a lack of training and support, leading to underutilization of these tools. Issues such as damaged Chromebooks and insufficient charging resources further hinder effective technology use.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase student growth and achievement through a strong literacy foundation for all students.

Performance Objective 1: The campus will improve students' ability to read on or above grade level for all levels through targeted reading instruction in RLA courses resulting in 6th - 8th grade students achieving 66% Approaches, 35% Meets, and 12% Masters.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Unit Assessments, District Benchmark

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional coaches and campus administrators will be utilized in lesson development, instructional modeling, professional learning communities, and data disaggregation in order to increase student engagement and success in the classroom. Informed data decisions will be made based on disaggregation and review of data that includes item analysis of unit assessments by TEKS. Data analysis will also include analyzing student misconceptions and linking those misconceptions to instructional strategies utilized.</p> <p>Strategy's Expected Result/Impact: Feedback, input and constructive criticism from supplemental instructional staff will result in increased instructional effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students not enrolled in Honors English will have approximately 100 minutes of Reading Language Arts daily in reading and writing.</p> <p>Strategy's Expected Result/Impact: Improve student performance at approaches, meets, and masters levels on RLA STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Reading/Writing workshop to create an intellectual learning community which includes whole group, small group, and independent learning.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</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	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional learning for RLA teachers with on-site consulting and individualized professional learning opportunities to support the implementation of Reading and Writing Workshop.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</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	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: After unit assessments, teachers will use assessment data to differentiate instruction and determine a reteach plan for targeted interventions which will be discussed during data meetings. teachers will also use the data to track and monitor the progress of our special education students, emergent bilingual students, and economically disadvantaged students to make instructional adjustments and ensure student success.</p> <p>Strategy's Expected Result/Impact: Students will improve scores on benchmark exams, progress reports, report cards, and standardized tests</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches (Math & ELA), Assistant Principal, Principal, Director of Assessment & Accountability</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Students who have not performed satisfactorily on the STAAR assessment will receive instruction through summer school, small-group intervention, Eagle Advisory, and/or instruction from a certified teacher who provides after-school and or Saturday school tutorials in mastering the appropriate TEKS.</p> <p>Strategy's Expected Result/Impact: Students will improve scores on benchmark exams, progress reports, report cards, and standardized tests</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches (Math & ELA), Assistant Principal, Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Increase student growth and achievement through a strong math foundation for all students.





Performance Objective 1: The campus will improve math performance by developing students' ability to reason mathematically resulting in (combined Regular/Honors) 6th grade students achieving 75% Approaches, 33% Meets, and 19% Masters; 7th grade students achieving 70% Approaches, 40% Meets, and 15% Masters; 8th grade students achieving 71% Approaches, 42% Meets, and 7% Masters; and 8th grade Algebra I students achieving 100% Approaches, 69% Meets, and 50% Masters on the Math STAAR Assessment.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Unit Assessments, District Benchmark

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional coaches and campus administrators will be utilized in lesson development, instructional modeling, professional learning communities, and data disaggregation in order to increase student engagement and success in the classroom. Informed data decisions will be made based on disaggregation and review of data that includes item analysis of unit assessments by TEKS. Data analysis will also include analyzing student misconceptions and linking those misconceptions to instructional strategies utilized.</p> <p>Strategy's Expected Result/Impact: Feedback, input and constructive criticism from instructional staff will result in increased instructional effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning for Math teachers with on-site consulting and individualized professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness and student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted math intervention for students who did not meet the standard on the Math STAAR through a Math intervention class or Eagle Advisory.</p> <p>Strategy's Expected Result/Impact: Increase student performance on Math STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: After unit assessments, teachers will use assessment data to differentiate instruction and determine a reteach plan for targeted interventions which will be discussed during data meetings. teachers will also use the data to track and monitor the progress of our special education students, emergent bilingual students, and economically disadvantaged students to make instructional adjustments and ensure student success.</p> <p>Strategy's Expected Result/Impact: Students will improve scores on benchmark exams, progress reports, report cards, and standardized tests</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches (Math & ELA), Assistant Principal, Principal, Director of Assessment</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students who have not performed satisfactorily on the STAAR assessment will receive instruction through summer school, small-group intervention, Eagle Advisory, and/or instruction from a certified teacher who provides after-school and or Saturday school tutorials in mastering the appropriate TEKS.</p> <p>Strategy's Expected Result/Impact: Students will improve scores on benchmark exams, progress reports, report cards, and standardized tests</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches (Math & ELA), Assistant Principal, Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: Increase student growth and achievement through a strong science foundation for all students.

Performance Objective 1: The campus will improve science performance by increasing science scores in grade 8 resulting in students achieving 69% Approaches, 38% Meets, and 15% Masters on the STAAR Science assessment.

High Priority

Evaluation Data Sources: Unit Assessments, District Benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional coaches and campus administrators will be utilized in lesson development, instructional modeling, professional learning communities, and data disaggregation in order to increase student engagement and success in the classroom. Informed data decisions will be made based on disaggregation and review of data that includes item analysis of unit assessments by TEKS. Data analysis will also include analyzing student misconceptions and linking those misconceptions to instructional strategies utilized.</p> <p>Strategy's Expected Result/Impact: Feedback, input and constructive criticism from instructional staff will result in increased instructional effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize Summit K12 and Kesler Science Resources to differentiate labs and lessons.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on Science STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional learning for science teachers with on-site consulting and individualized professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness and student achievement in all grade levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: After unit assessments, teachers will use assessment data to differentiate instruction and determine a reteach plan for targeted interventions which will be discussed during data meetings. teachers will also use the data to track and monitor the progress of our special education students, emergent bilingual students, and economically disadvantaged students to make instructional adjustments and ensure student success.</p> <p>Strategy's Expected Result/Impact: Students will improve scores on benchmark exams, progress reports, report cards, and standardized tests</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches (Math & ELA), Assistant Principal, Principal, Director of Assessment</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students who have not performed satisfactorily on the STAAR assessment instrument receive instruction through summer school, small-group intervention, Eagle Advisory, and/or instruction from a certified teacher who provides after school and or Saturday school tutorials in mastering the appropriate TEKS.</p> <p>Strategy's Expected Result/Impact: Students will improve scores on benchmark exams, progress reports, report cards, and standardized tests</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches (Math & ELA), Assistant Principal, Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 4: Increase student growth and achievement through a strong social studies foundation for all students.

Performance Objective 1: The campus will improve social studies performance by increasing social studies scores in grade 8 resulting in students achieving 66% Approaches, 35% Meets, and 12% Masters on the 8th grade STAAR Social Studies assessment.

High Priority

Evaluation Data Sources: Unit assessment data, District Benchmarks, STAAR





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional coaches and campus administrators will be utilized in lesson development, instructional modeling, professional learning communities, and data disaggregation in order to increase student engagement and success in the classroom. Informed data decisions will be made based on disaggregation and review of data that includes item analysis of unit assessments by TEKS. Data analysis will also include analyzing student misconceptions and linking those misconceptions to instructional strategies utilized.</p> <p>Strategy's Expected Result/Impact: Feedback, input and constructive criticism from instructional staff will result in increased instructional effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize a variety of questioning strategies, including open-ended response (SCR/ECR) questions to differentiate content, implement classroom timelines so students are able to organize information, and provide explicit vocabulary instruction.</p> <p>Strategy's Expected Result/Impact: Increased student performance on 8th Grade Social Studies STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional learning for Social Studies teachers with individualized professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize Lowman Education Products and Lead4ward for differentiation and lessons.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on US History (8th Grade) STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: After unit assessments, teachers will use assessment data to differentiate instruction and determine a reteach plan for targeted interventions which will be discussed during data meetings. teachers will also use the data to track and monitor the progress of our special education students, emergent bilingual students, and economically disadvantaged students to make instructional adjustments and ensure student success.</p> <p>Strategy's Expected Result/Impact: Students will improve scores on benchmark exams, progress reports, report cards, and standardized tests</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches (Math & ELA), Assistant Principal, Principal, Director of Assessment</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Increase parent involvement by enhancing and expanding communication among the community, the district, and the schools and providing parent engagement activities.

Performance Objective 1: By the end of the 2024-2025 school year, the campus will increase parent involvement by 20% through the consistent use of a variety of communication tools, such as newsletters, social media updates, and the ROOMS app, with monthly engagement metrics tracked and reviewed for effectiveness.





Evaluation Data Sources: ASCENDER Parent Portal Membership, Followers on District Social Media, Weekly Parent Emails, enrollment in ROOMS and Various sign-in sheets as appropriate.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will receive a weekly email in English and Spanish via ROOMS that provides event information as well as ways to support their students academically and behaviorally.</p> <p>Strategy's Expected Result/Impact: Increased two-way parent communication between the school and parent.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will communicate with parents via social media, ROOMS, weekly newsletters and the campus website. Parents will be encouraged to be active partners in the educational process and participate in involvement opportunities such as Virtual Title I Meeting, Meet the Teacher, Parent Conferences, etc. and by accessing Ascender.</p> <p>Strategy's Expected Result/Impact: Multiple communication avenues in both Spanish and English will result in increased parental involvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Increase parent involvement by enhancing and expanding communication among the community, the district, and the schools and providing parent engagement activities.

Performance Objective 2: By the end of the 2024-2025 school year, the campus will increase parent involvement by 15% through enhanced and expanded communication between the community, district, and schools, and by offering at least one parent engagement activity per semester. Progress will be measured by tracking participation rates.

Evaluation Data Sources: Sign-In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will host various parent engagement activities to include School Orientations, Meet The Teacher Night, Title I, Social Media Awareness, and course selection/registration.</p> <p>Strategy's Expected Result/Impact: Parents, the school, and CIS partner to create a positive school culture and climate where parent involvement becomes a pivotal part of student performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Communities in Schools will host engagement activities for parents and students including Unity Day and Angel Tree.</p> <p>Strategy's Expected Result/Impact: Parents, the school, and CIS partner to create a positive school culture and climate where parent involvement becomes a pivotal part of student performance.</p> <p>Staff Responsible for Monitoring: CIS</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Improve retention of highly-qualified staff to maximize achievement for all students.


Performance Objective 1: Improve the highly-qualified staff retention by 3% annually to improve the academic achievement for students.


High Priority


Evaluation Data Sources: Human Resources retention data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development in each content area with specific on-site consulting, monthly PLCs, and feedback in classroom walkthroughs.</p> <p>Strategy's Expected Result/Impact: Teachers feel supported and have the opportunity to learn and grow together within a positive growth mindset culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: New to profession teachers will be provided a mentor with opportunities for the mentor to support the teacher through peer observations, planning, and co-facilitation so they feel supported.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Department meetings, individual teacher meetings, staff check-ins, and a bi-annual survey will be used to solicit teacher feedback to provide ongoing teacher support.</p> <p>Strategy's Expected Result/Impact: Improved teacher voice and support that ensures improved instructional practices and academic success of students. Adjustments made to increase teacher support satisfaction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress

 Accomplished

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Goal 7: Ensure the campus is a safe environment that enhances student learning, addresses social and emotional needs, and fosters student success.

Performance Objective 1: Plan and implement best practices in school safety to provide the most safe and secure school in the best interest of the students, staff, and community.

Evaluation Data Sources: Campus procedures maintained in campus Emergency Operation Procedures. Staff training documents maintained.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will engage in weekly House Meetings to include an SEL component and a focus on team building. Strategy's Expected Result/Impact: Increased student ownership of learning Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in weekly Character Strong lessons and have access to school counseling services to build and develop character and self-esteem. Strategy's Expected Result/Impact: Increase instructional time and decrease time out of class by 10% Staff Responsible for Monitoring: Principal, Assistant Principal, School Counselor, CIS Caseworker</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Communities in Schools (CIS) will provide support to our highest-need students to increase student attendance.</p> <p>Strategy's Expected Result/Impact: Students with less than a 90% attendance rate will have an improved attendance rate that will help the campus improve the overall attendance rate to 96.4%.</p> <p>Staff Responsible for Monitoring: CIS, Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus utilizes the district's Social Emotional Specialist to provide mental health support to both students and staff. The specialist's role is to promote emotional well-being and resilience among students and staff. This includes providing strategies for managing emotions, building self-esteem, and enhancing overall mental wellness.</p> <p>Strategy's Expected Result/Impact: Increase staff and student well-being</p> <p>Staff Responsible for Monitoring: Principal. Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: GJHS will implement the Behavior Reset Center (BRC) to enhance student learning and address social and emotional needs, aiming to improve the physical, emotional, and behavioral performance of students. Records will be reviewed to identify trends in student visits and their frequency, as well as their outcomes.</p> <p>Strategy's Expected Result/Impact: In-School Suspension and Out-of-School Suspension data from Ascender. Truancy reports, absence and substitute system.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Specialist</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: Ensure the campus is a safe environment that enhances student learning, addresses social and emotional needs, and fosters student success.

Performance Objective 2: Increase campus safety through staff and student awareness through security precautions and training.

Evaluation Data Sources: Training sign in and certification; weekly exit door documentation





Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will receive annual Civilian Response to Active Shooter Events (CRASE) training and participate in drills to increase the preparedness of the staff in the event of an active shooter or violent threat.</p> <p>Strategy's Expected Result/Impact: Increase campus safety through staff awareness</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus has established a dedicated Threat Assessment Team to proactively identify, assess, and address potential safety concerns. All team members will undergo training to refresh their skills and stay updated on the latest best practices and protocols, ensuring the continued safety and well-being of students and staff through a comprehensive, informed approach to threat management.</p> <p>Strategy's Expected Result/Impact: Enhanced campus safety and improved team preparedness</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Safety drills to include: weekly exit door inspections; monthly fire drills; and two lockdown drills per school year.</p> <p>Strategy's Expected Result/Impact: Increase campus safety through staff awareness and security precautions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will create and educate students through SEL lessons on preventing teen dating violence, domestic violence awareness, and a campus-wide implementation of the No Place For Hate Program.</p> <p>Strategy's Expected Result/Impact: Create a safe learning environment and a decrease in student referrals</p> <p>Staff Responsible for Monitoring: CIS, Counselor, Assistant Principal, Principal</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure that all staff has access to the School Guard App to utilize in an emergency. The app serves as a mobile panic alert system. Having access to the app ensures that all staff members are on the same communication platform, facilitating a coordinated response to emergencies.</p> <p>Strategy's Expected Result/Impact: Increase communication for emergency situations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
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Goal 7: Ensure the campus is a safe environment that enhances student learning, addresses social and emotional needs, and fosters student success.

Performance Objective 3: Increase attendance to reduce drop out rate.

Evaluation Data Sources: Attendance reports, truancy letters, Leaver reports

Strategy 1 Details	Reviews			
Strategy 1: Provide incentive rewards for students with no unexcused absences within a monthly tracking period. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Attendance Clerk, Assistant Principal, Principal	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly attendance updates with attendance warning letters sent to families at 3 unexcused absences, 5 unexcused absences, and a truancy meeting held with administration at 10 unexcused absences. Strategy's Expected Result/Impact: Reduce unexcused absences, increase daily attendance Staff Responsible for Monitoring: Attendance Clerk, Assistant Principal, Principal	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				