

Jarrell Independent School District

Double Creek Elementary

2023-2024 Goals/Performance Objectives/Strategies



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Goals



Goal 1: Double Creek Elementary will empower every student to share ownership in their learning to achieve success and reach their full potential.

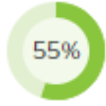

Performance Objective 1: By 2024, 70% of student in grades 3-5 will be approaching or meeting grade level in reading on state standardized testing.

HB3 Goal




Evaluation Data Sources: STAAR Interims, previous STAAR data, universal screeners, progress growth measures



Strategy 1 Details	Reviews			
<p>Strategy 1: DCES will maintain a protected intervention time to support reading instruction. Supports include digital resources such as i-Ready, dedicated intervention teachers for general education and special education, and regular progress monitoring. Classroom teachers will utilize this time to differentiate for students based on tiered levels of instruction.</p> <p>Strategy's Expected Result/Impact: Improved reading scores</p> <p>Staff Responsible for Monitoring: Administration, Special Education Lead</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain regular Professional Learning Communities (PLC) at each grade level, content area, and administration. Two days a week will be dedicated; one for teachers to plan with Instructional Coaches and one for data disaggregation and goal setting with administration and the instructional coach.</p> <p>Strategy's Expected Result/Impact: Improve Reading Scores</p> <p>Staff Responsible for Monitoring: Administration, SpEd Lead Teachers, Grade Level Lead Teachers, 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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Implement high quality instructional materials (HQIM) with fidelity. These materials include Amplify Reading and Eureka Math.</p> <p>Strategy's Expected Result/Impact: Improve Reading Scores, Comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Provide targeted professional development through preservice training, embedded school-long PD, off-site PD, and on-site PD.</p> <p>Strategy's Expected Result/Impact: Improve reading comprehension, writing, and state scores</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Grade Level Team Leads, Elementary Curriculum Coordinator</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize an Instructional Coach to support teachers with intervention strategies, professional development on HQIMs, planning, data analysis, and goal setting.</p> <p>Strategy's Expected Result/Impact: Improve reading scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Elementary Curriculum Coordinator</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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<p>Strategy 7: DCES will maintain a mentor system for teachers new to Jarrell ISD and new to the profession by utilizing quality teachers and staff within the school to improve understanding of student needs, goal setting, planning, and instruction. DCES will work with alternative certification specialists with their candidates.</p> <p>Strategy's Expected Result/Impact: Improve Reading Instruction</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Grade Level Team Leads, Mentor teachers</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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<p>Strategy 8: DCES will develop a STAAR Camp in late winter/early spring to support students preparation for state testing. DCES will pair students with teachers on or off grade level to mentor and provide additional support.</p> <p>Strategy's Expected Result/Impact: Improve reading scores, comprehension, and writing.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Grade Level Team Leads, Mentor teachers, Grades 3-5 teachers</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Strategy 9 Details	Reviews			
<p>Strategy 9: DCES will departmentalize grades 3-5 to allow teachers and students to target specific content areas in Reading, Math, Social Studies, and Science</p> <p>Strategy's Expected Result/Impact: Improve Reading scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Grade level teachers</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Strategy 10 Details	Reviews			
<p>Strategy 10: Utilize a Dual Language 2-way 50/50 model to support language development of English Language Learners</p> <p>Strategy's Expected Result/Impact: Improve Reading scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Dual Language Teachers, Dual Language Chair, Director of State Programs</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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<p>Strategy 11: DCES will maintain a behavioral inclusion support model to reduce student time out of classroom instruction. This will be provided through Behavioral RTI, Special Education Behavioral teachers and paraprofessionals, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Improve Reading scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Special Education Behavioral staff, Director of special programs</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Strategy 12 Details	Reviews			
<p>Strategy 12: DCES will utilize a system to identify students in need through RTI/MTSS, Section 504,ARD, and LPAC.</p> <p>Strategy's Expected Result/Impact: Improve Reading scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Special Education staff, LPAC Lead teacher, director of special programs</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Strategy 13 Details	Reviews			
<p>Strategy 13: DCES will create an open availability system to the library and its resources (such as makerspace) for better utilization.</p> <p>Strategy's Expected Result/Impact: Improve Reading scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Librarian</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Strategy 14 Details	Reviews			
<p>Strategy 14: DCES will develop a literature library with leveled readers for accessibility to teachers and students.</p> <p>Strategy's Expected Result/Impact: Improve reading scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, and Librarian</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of students scoring below grade level in reading is below 70 percent. Root Cause: Learners need support with Tier 1 instruction in math, reading, and science. Adjustments to the curriculum resources and a focus on instructional delivery will support all students with learning at grade level.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: The campus is new and is establishing new curriculum expectations in all grade levels. Root Cause: The campus is new and all staff members were trained this year on the current HQIM needs.</p>

Goal 1: Double Creek Elementary will empower every student to share ownership in their learning to achieve success and reach their full potential.

Performance Objective 2: By 2024, 70% of students in grades 3-5 will be approaching or meeting grade level in Math on state standardized testing.

HB3 Goal

Evaluation Data Sources: STAAR Interims, previous STAAR data, universal screeners, progress growth measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Double Creek Elementary will maintain a protected intervention time to support Math instruction. Supports include digital resources such as STEMScopes and i-Ready, dedication intervention teachers for general education and special education, and regular progress monitoring. Classroom teachers will utilize this time to differentiate for students based on tiered levels of instruction.</p> <p>Strategy's Expected Result/Impact: Improved math scores</p> <p>Staff Responsible for Monitoring: Administration, Special Education Lead</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain regular Professional Learning Communities (PLC) at each grade level, content area, and administration. Two days a week will be dedicated; one for teachers to plan with Instructional Coaches and one for data disaggregation and goal setting with administration and instructional coach.</p> <p>Strategy's Expected Result/Impact: Improve Math Scores</p> <p>Staff Responsible for Monitoring: Administration, SpEd Lead Teachers, Grade Level Lead Teachers, 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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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<p>Strategy 4: Provide targeted professional development through preservice training, embedded school-long PD, off-site PD, and on-site PD.</p> <p>Strategy's Expected Result/Impact: Improve Math scores.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Grade Level Team Leads, Elementary Curriculum Coordinator</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of students scoring below grade level in reading is below 70 percent. Root Cause: Learners need support with Tier 1 instruction in math, reading, and science. Adjustments to the curriculum resources and a focus on instructional delivery will support all students with learning at grade level.</p>

Student Achievement

Problem Statement 2: The percentage of students scoring below grade level in math is below 70 percent. **Root Cause:** Learners need support with Tier 1 instruction in math, reading, and science. Adjustments to the curriculum resources and a focus on instructional delivery will support all students with learning at grade level.

Curriculum, Instruction, and Assessment

Problem Statement 1: The campus is new and is establishing new curriculum expectations in all grade levels. **Root Cause:** The campus is new and all staff members were trained this year on the current HQIM needs.

Goal 1: Double Creek Elementary will empower every student to share ownership in their learning to achieve success and reach their full potential.

Performance Objective 3: By 2024, 70% of students in Grade 5 will be approaching or meeting grade level in Science on state standardized testing.

HB3 Goal

Evaluation Data Sources: STAAR Interims, previous STAAR data, universal screeners, progress growth measures

Strategy 1 Details	Reviews			
<p>Strategy 1: DCES will maintain a protected intervention time to support science instruction. Supports include digital resources such as STEMScopes, dedication intervention teachers for general education and special education, and regular progress monitoring. Classroom teachers will utilize this time to differentiation for students based on tiered levels of instruction.</p> <p>Strategy's Expected Result/Impact: Improved science scores</p> <p>Staff Responsible for Monitoring: Administration, Special Education Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain regular Professional Learning Communities (PLC) at each grade level, content area, and administration. Two days a week will be dedicated; one for teachers to plan with Instructional Coaches and one for data disaggregation and goal setting with administration and instructional coach,</p> <p>Strategy's Expected Result/Impact: Improve Science Scores</p> <p>Staff Responsible for Monitoring: Administration, SpEd Lead Teachers, Grade Level Lead Teachers, 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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement high quality instructional materials (HQIM) with fidelity. These materials include STEMScopes.</p> <p>Strategy's Expected Result/Impact: Improve Science Scores, Comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide targeted professional development through preservice training, embedded school-long PD, off-site PD, and on-site PD.</p> <p>Strategy's Expected Result/Impact: Improve Science comprehension, writing, and State Scores</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Grade Level Team Leads, Elementary Curriculum Coordinator</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize an Instructional Coach to support teachers with intervention strategies, professional development on HQIMs, planning, data analyzing, and goal setting,</p> <p>Strategy's Expected Result/Impact: Improve science scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Elementary Curriculum Coordinator</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide mentors for students. These mentors will come from the Royal Mentors program, STAAR Mentors in the winter/spring chosen from existing staff, Adopt-A-Unit from Fort Cavazos, and other volunteer services.</p> <p>Strategy's Expected Result/Impact: Improve Science Scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Elementary Curriculum Coordinator, Grade Level Team Leads, PTO President</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: DCES will maintain a mentor system for teachers new to Jarrell ISD and new to the profession by utilizing quality teachers and staff within the school to improve understanding of student needs, goal setting, planning, and instruction. DCES will work with alternative certification specialists with their candidates.</p> <p>Strategy's Expected Result/Impact: Improve Science Instruction</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Grade Level Team Leads, Mentor teachers</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: DCES will develop a STAAR Camp in late winter/early spring to support students preparation for state testing. DCES will pair students with teachers on or off grade level to mentor and provide additional support.</p> <p>Strategy's Expected Result/Impact: Improve Science scores, comprehension, and writing.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Grade Level Team Leads, Mentor teachers, Grades 3-5 teachers</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: DCES will departmentalize grades 3-5 to allow teachers and students to target specific content areas in Reading, Math, Social Studies, and Science</p> <p>Strategy's Expected Result/Impact: Improve Science scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Grade level teachers</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Utilize a Dual Language 2-way 50/50 model to support language development of English Language Learners</p> <p>Strategy's Expected Result/Impact: Improve Science scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Dual Language Teachers, Dual Language Chair, Director of State Programs</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: DCES will maintain a behavioral inclusion support model to reduce student time out of classroom instruction. This will be provided through Behavioral RTI, Special Education Behavioral teachers and paraprofessionals, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Improve Science scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Special Education Behavioral staff, Director of special programs</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 12 Details	Reviews			
<p>Strategy 12: DCES will utilize a system to identify students in need through RTI/MTSS, Section 504,ARD, and LPAC.</p> <p>Strategy's Expected Result/Impact: Improve Science scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Special Education staff, LPAC Lead teacher, director of special programs</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: DCES will create an open availability system to the library and its resources (such as makerspace) for better utilization.</p> <p>Strategy's Expected Result/Impact: Improve Science scores, comprehension, and writing</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Librarian</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: The campus is new and is establishing new curriculum expectations in all grade levels. Root Cause: The campus is new and all staff members were trained this year on the current HQIM needs.</p>

Goal 2: Double Creek Elementary will retain quality staff and foster purposeful recruiting.

Performance Objective 1: Recruit highly qualified staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend job fairs. Strategy's Expected Result/Impact: Recruit highly qualified staff. Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recruit staff from local colleges and universities. Strategy's Expected Result/Impact: Recruit highly qualified staff. Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Recruit staff from alternative certification programs. Strategy's Expected Result/Impact: Recruit highly qualified staff. Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Use social media and word of mouth to attract potential candidates. Strategy's Expected Result/Impact: Recruit highly qualified staff. Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: The campus opened in 2023-24 and is establishing new systems of support. Root Cause: Jarrell ISD is a fast growth school district and is expanding at all levels.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: All positions have not been permanently filled and the campus is still actively recruiting new staff members. Root Cause: The campus opened in 2023-24 and combined staff members from existing schools.</p>





Goal 2: Double Creek Elementary will retain quality staff and foster purposeful recruiting.

Performance Objective 2: Retain highly qualified staff and teachers.

Evaluation Data Sources: Campus teacher and staff retention rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Acknowledge, recognize and celebrate successes Strategy's Expected Result/Impact: Retain highly qualified staff and teachers Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support professional growth. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a positive and safe culture among staff and teachers. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Offer meaningful, engaging, and applicable professional development. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize a mentor/buddy system for teachers and staff new to Jarrell ISD and new to the teaching profession. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide opportunities for staff members to voice concerns and have them validated by administration.</p> <p>Strategy's Expected Result/Impact: Recruit highly qualified staff.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: The campus opened in 2023-24 and is establishing new systems of support. Root Cause: Jarrell ISD is a fast growth school district and is expanding at all levels.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: All positions have not been permanently filled and the campus is still actively recruiting new staff members. Root Cause: The campus opened in 2023-24 and combined staff members from existing schools.</p>

Goal 3: Double Creek Elementary will equitably invest in innovative facilities supported by quality resources to ensure high performing students and staff.

Goal 4: Double Creek Elementary will promote a culture that is safe, respectful and responsible.

Performance Objective 1: By the end of the 2023-2024 school year, DCES will create a culture and climate that embraces staff and student growth and well-being.

Evaluation Data Sources: Culture and climate surveys, reduced absenteeism by staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide constructive feedback and dialogue to staff Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, CIS representative</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue book study with administration and grade level leaders with Making Work Human. Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, CIS representative</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct regular "Teas with APs" to encourage positive culture and opportunities for dialogue and feedback.</p> <p>Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, CIS representative</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Celebrate personal and professional success with staff members through personal and public recognition.</p> <p>Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, CIS representative</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> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Dedicate assistant principals and counselors divided by alternate grade levels to gain and maintain student and staff relationships and confidence levels.</p> <p>Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships</p>	Formative			Summative
	Oct	Jan	Apr	June

Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, CIS representative

Title I:

2.4, 2.5, 2.6


- TEA Priorities:


Recruit, support, retain teachers and principals, Improve low-performing schools


- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: The campus opened in 2023-24 and is establishing new systems of support. **Root Cause:** Jarrell ISD is a fast growth school district and is expanding at all levels.

Staff Quality, Recruitment, and Retention





Problem Statement 1: All positions have not been permanently filled and the campus is still actively recruiting new staff members. **Root Cause:** The campus opened in 2023-24 and combined staff members from existing schools.

Goal 4: Double Creek Elementary will promote a culture that is safe, respectful and responsible.

Performance Objective 2: By the end of December 2024, DCES will maintain and develop systems for communication with all stakeholders to develop positive relationships, culture, and climate.

Evaluation Data Sources: Attendance in PTO, sign in sheets for parent events, likes/follows on social media, website visit counts

Strategy 1 Details	Reviews			
<p>Strategy 1: DCES will conduct parent events including Meet the Teacher, Open House, Literacy Nights, Math Nights, STEM Nights, Trunk or Treat, Family Fitness Nights, Christmas Programs, Spring Carnival, Marking Period Award Assemblies, Thanksgiving and Christmas Dinners, and Book Fair</p> <p>Strategy's Expected Result/Impact: Increased participation, awareness, and connections with community</p> <p>Staff Responsible for Monitoring: Admin, Librarian, Instruction Coach, Grade Level Teams Leaders, Event Chairs</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: DCES will communicate with parents through various outlets including ClassTag, Parent Link, and weekly newsletters.</p> <p>Strategy's Expected Result/Impact: Increased participation, awareness, and connections with community</p> <p>Staff Responsible for Monitoring: Admin, Librarian, Classroom teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: DCES will communicate with parents through various social media platforms (Instagram, X, Facebook) and the school website.</p> <p>Strategy's Expected Result/Impact: Increased participation, awareness, and connections with community</p> <p>Staff Responsible for Monitoring: Admin, Communications Coordinator, District Director of Communications</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: DCES will maintain an active Parent Teacher Organization who will provide input into site-based decisions.</p> <p>Strategy's Expected Result/Impact: Increased participation, awareness, and connections with community</p> <p>Staff Responsible for Monitoring: Admin, PTO Officers, Grade Level Representatives</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: The campus opened in 2023-24 and is establishing new systems of support. Root Cause: Jarrell ISD is a fast growth school district and is expanding at all levels.</p>

Goal 5: Double Creek Elementary will work to unify school and community by overcoming obstacles and working collaboratively to optimize partnerships.

Performance Objective 1: Provide networking opportunities for businesses, organizations, and citizens that promote cohesion of resources.





Strategy 1 Details	Reviews			
Strategy 1: Build relationships with military-connected families by obtaining Purple Star Designation for each campus in the District Strategy's Expected Result/Impact: Provide communication and resources for military-connected families Staff Responsible for Monitoring: Student Services & Communications	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: By the end of the 2023-2024 school year, student attendance will maintain or exceed an average of 95%.

Performance Objective 1: By the end of the 2023-2024 school year, student attendance will maintain or exceed an average of 95%.

Evaluation Data Sources: Attendance Reports from Ascender and campus-generated data

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate importance of attendance for learning through newsletters, calls home, teacher communication (ClassTag), social media and website, and campus event meetings.</p> <p>Strategy's Expected Result/Impact: Maintain an average attendance rate of 95% or better.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor weekly attendance through reports and take action on frequent absentees through calls home, attendance letters, and truancy procedures.</p> <p>Strategy's Expected Result/Impact: Maintain an average attendance rate of 95% or better.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Incentivize high attendance rates through monthly grade-level rewards and recognition during quarterly award assemblies.</p> <p>Strategy's Expected Result/Impact: Maintain an average attendance rate of 95% or better.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a visual representation of attendance rates for teachers, staff, and students in the cafeteria including monthly reward challenge.</p> <p>Strategy's Expected Result/Impact: Maintain an average attendance rate of 95% or better.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: The campus is new and is establishing new curriculum expectations in all grade levels. Root Cause: The campus is new and all staff members were trained this year on the current HQIM needs.</p>