

**Bastrop Independent School District**  
**Bastrop Intermediate**  
**2024-2025 Goals/Performance Objectives/Strategies**



*Bastrop Intermediate School*

# Mission Statement

Bastrop Intermediate School ensures high levels of learning for all students and staff in a safe and secure environment so that all students are able to be successful at or above grade level.

## Vision

Bastrop Intermediate will be known for ensuring high levels of academic achievement in that all students make at least one year's growth from year to year.

## Staff Commitments

At Bastrop Intermediate School we are committed to the following:

1. Providing safe learning & positive environment for all students and staff
2. Ensuring high levels of academic achievement for all students and staff
3. Building and maintaining positive and trusting relationships with all stakeholders
4. Holding all students and staff accountable

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# Goals

**Goal 1:** Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1:** By May 2025, increase the percentage of students at Meets Grade Level on STAAR math from (22% to 45%) and STAAR Reading from (43% to 58%)

**Evaluation Data Sources:** 2025 Accountability Data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal setting. <b>Strategy's Expected Result/Impact:</b> Students will take ownership of their learning and educational needs <b>Staff Responsible for Monitoring:</b> Instruction Coach and Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
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Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning (CBPL) structures <b>Strategy's Expected Result/Impact:</b> Teachers will provide better instruction and teach on grade level <b>Staff Responsible for Monitoring:</b> Instructional Coach and Principal  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement structured time to include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery <b>Strategy's Expected Result/Impact:</b> Teachers will make improvements to instruction based on students data <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coach  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
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**Goal 1:** Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 2:** By May 2025, implement High-Quality Instructional Materials aligned to Math, Literacy, and Science Frameworks with 85% fidelity.

**Evaluation Data Sources:** BISD Walkthrough Form, CBPL agendas, coaching cycles

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Regularly monitor the usage and implementation of provided adopted materials as designed <b>Strategy's Expected Result/Impact:</b> Student success will increase due to learning grade-level HQIMs <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate <b>Strategy's Expected Result/Impact:</b> Teachers will be better prepared for their daily lessons and questioning strategies <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coach  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide training and follow-up coaching on HQIM lesson internalization and lesson execution <b>Strategy's Expected Result/Impact:</b> Teachers will make instructional gains by improving and adjusting their lesson plans <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
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**Goal 1:** Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** By May 2025, the percent of all students attaining academic achievement growth at all levels will increase by (10%).

**Evaluation Data Sources:** NWEA MAP Growth Data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Add data analysis dates aligned to major assessments to campus calendar <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	<b>Formative</b>		<b>Summative</b>
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Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Coach and support teaching staff based on data <b>Strategy's Expected Result/Impact:</b> Build stronger teachers <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Analyze and sort student work: categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions. <b>Strategy's Expected Result/Impact:</b> Improve instruction which in turn improves student academic success <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
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**Goal 2:** Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** By May 2025, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

Emergent Bilingual (Middle: M: 62%, R: 57%)

Special Education (Middle: M: 50%, R: 43%)

Economically Disadvantaged (Middle: M: 62%, R: 58%)

**Evaluation Data Sources:** 2025 Accountability Data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students <b>Strategy's Expected Result/Impact:</b> This will help close learning gaps for students in order to meet their individual needs <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
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Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations <b>Strategy's Expected Result/Impact:</b> This will boost productivity and performance in the classroom as well as on assessments <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement Stations and Small Group Instruction during Beartime Intervention classes <b>Strategy's Expected Result/Impact:</b> This will help close learning gaps for students and improve academic success <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		Summative
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**Goal 2:** Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** By May 2025 Increase the percentage of Emergent Bilingual students showing growth on Texas English Language Proficiency Assessment System (TELPAS) to (38%).

**Evaluation Data Sources:** 2025 Accountability data, ECR/SCR data, Summit K-12 data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide training and support to implement systems to assess proficiency in mastery of writing standards <b>Strategy's Expected Result/Impact:</b> Improve student ECR scores <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coach  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
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Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Support integration of Content-Based Language Instruction (CBPLI) instructional methods into Tier I instruction. <b>Strategy's Expected Result/Impact:</b> Students will develop their language skills as well as gain access to new concepts through meaningful content. <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
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Strategy 3 Details		Reviews		
<b>Strategy 3:</b> Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> This will help Emergent Bilingual students perform better on TELPAS and STAAR testing <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative		Summative
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**Goal 2:** Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 3:** By May 2025, 85% of staff members engaged in BISD professional development sessions will be prepared to apply new learning in a short time frame.

**Evaluation Data Sources:** Professional Learning Plan evaluation data gathered at district- or campus-based professional learning sessions.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a structure for cross-campus peer observation of HQIM and strategy implementation, to include debrief and action planning <b>Strategy's Expected Result/Impact:</b> This will build stronger teachers by allowing for reflection on their own teaching practices <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
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Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices <b>Strategy's Expected Result/Impact:</b> This gives teachers the ability to view education from the lens of the learner as opposed to the instructor <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
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Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Develop and implement a campus-based system for creating, practicing, and delivering professional learning <b>Strategy's Expected Result/Impact:</b> Creates teachers that are life-long learners and continue to grow as educators <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
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**Goal 3:** Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** By May 2025, increase student attendance from (92% to 94%).

**Evaluation Data Sources:** PEIMS Attendance Data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Offer individual students and classroom incentives in recognition of exceptional and/or improved attendance <b>Strategy's Expected Result/Impact:</b> Improve academic achievement. Students who attend school regularly are more likely to succeed academically. <b>Staff Responsible for Monitoring:</b> Principal and Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Build capacity with staff to understand chronic absenteeism, to include systems to make up lost instruction <b>Strategy's Expected Result/Impact:</b> Improve student achievement <b>Staff Responsible for Monitoring:</b> Counselor and Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
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Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Inform and update parents regularly about campus attendance policies and procedures <b>Strategy's Expected Result/Impact:</b> Increase attendance rate <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
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**Goal 3:** Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 2:** By May 2025, the percentage of students who receive disciplinary actions resulting in loss of classroom time will decrease by 5%.

**Evaluation Data Sources:** Skyward Discipline Reports

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Conduct campus investigations that promote and support a safe and orderly learning environment <b>Strategy's Expected Result/Impact:</b> This will enhance focus and engagement <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Schedule regular reviews of campus discipline dashboard to identify trends, disproportionality, and possible adaptations <b>Strategy's Expected Result/Impact:</b> This will improve understanding of discipline issues and will increase accountability <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
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Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. <b>Strategy's Expected Result/Impact:</b> This will create an inclusive learning environment while enhancing engagement and participation. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
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**Goal 3:** Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** By May 2025, 80% of classrooms will regularly use at least three district-approved educational technology tools.

**Evaluation Data Sources:** Digital Learning aligned walkthrough data, BISD Walkthrough Form, CBPL Agendas

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement blended learning strategies to include station rotation model, goal setting, and conferencing <b>Strategy's Expected Result/Impact:</b> This will create personalized learning and enhanced engagement. <b>Staff Responsible for Monitoring:</b> CBPL Leads  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide ongoing professional learning for teaching staff to effectively integrate technology into their instruction <b>Strategy's Expected Result/Impact:</b> This will enhance teaching practices, improve student outcomes and increase teacher confidence. <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>		<b>Summative</b>
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Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Develop digital learning ambassadors where experienced teachers support their peers in technology integration <b>Strategy's Expected Result/Impact:</b> This fosters a collaborative environment, accelerates technology adoption, and provides practical, peer-driven support. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
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**Goal 4: Collaborative Partnerships Goal:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** By May 2025, reduce teacher turnover to (10%).

**Evaluation Data Sources:** Human Resources and Texas Performance Reporting System (TPRS) retention data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Employ personalized strategies to retain staff <b>Strategy's Expected Result/Impact:</b> Teachers are wager to come to work and join the school community <b>Staff Responsible for Monitoring:</b> Principal and Mentors  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Develop and strategically deploy marketing materials that present the school as an attractive place to work <b>Strategy's Expected Result/Impact:</b> This will help to attract highly qualified teachers <b>Staff Responsible for Monitoring:</b> Principal and Webmaster  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics <b>Strategy's Expected Result/Impact:</b> This will create an inclusive environment for teams to create trust and collaboration practices <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing	Formative		Summative
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No Progress



Accomplished



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**Goal 4:** Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** By May 2025, survey data will show an (x)% increase in participation of parent and family engagement opportunities.

**Evaluation Data Sources:** Volunteer platform registration, campus sign-in sheets

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students <b>Strategy's Expected Result/Impact:</b> Improved academic performance and increased student engagement <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Collaborate with campus PTA/PTSA to provide support and increase parent engagement efforts <b>Strategy's Expected Result/Impact:</b> This will contribute to positive student outcomes, including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships and improved school environment. <b>Staff Responsible for Monitoring:</b> Principal and PTA  <b>Title I:</b> 4.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide capacity-building events for parents and families on critical aspects of student learning Integrate multiple communication strategies with families into teacher roles and responsibilities <b>Strategy's Expected Result/Impact:</b> This enhances student parent engagement and improves student achievement <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
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