

Bastrop Independent School District
Camino Real Elementary
2024-2025 Goals/Performance Objectives/Strategies

Mission Statement

Our mission is to create a safe and respectful learning environment where students explore, grow, and achieve their fullest potential by delivering engaging and meaningful learning opportunities for all students every day.

Vision

Our vision is for every student to realize their value, take risks, and forge pathways to their future where anything is possible.

Core Beliefs

Collaboration-Community- Cultural Diversity

Table of Contents

Goals 4

Goal 1: Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence. 4

Goal 2: Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners. 10

Goal 3: Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections. 16

Goal 4: Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders. 22





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 2024, increase the percentage of students at Meets Grade Level on STAAR Math from 12% to 27% and STAAR Reading from 19% to 30%.

Evaluation Data Sources: 2025 Accountability Data

Strategy 1 Details		Reviews		
Strategy 1: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPLP) structures. Strategy's Expected Result/Impact: This will lead to teachers taking ownership of their students' performance and being able to communicate that clearly to all stakeholders. Staff Responsible for Monitoring: District Instructional Coaches Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Superintendent Goals: SG 1		Formative		Summative
		Nov	Feb	Apr

Strategy 2 Details	Reviews		
Strategy 2: Implement a data tracking system within the first grading period for teachers in grades 2-5. Strategy's Expected Result/Impact: Teachers can make informed decisions about their teaching practices. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 1	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement supplemental intervention resources such as Zearn and Amplify Boost with 85% fidelity. Strategy's Expected Result/Impact: Students identified under HB1416 will show improvement in closing the gap data by 45%. Staff Responsible for Monitoring: RTI Lead Teacher Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Superintendent Goals: SG 1	Formative		Summative
	Nov	Feb	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
Strategy 1: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate. Strategy's Expected Result/Impact: This will allow teachers time to internalize the lessons and prepare for student learning. Staff Responsible for Monitoring: Campus Administration, District Instructional Coaches, and CBPL Leaders Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Superintendent Goals: SG 1	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Regularly monitor the usage and implementation of provided adopted materials as designed. Strategy's Expected Result/Impact: This will ensure HQIM will be used with fidelity in both reading and math instruction. Staff Responsible for Monitoring: Campus Administration and District Instructional Coaches Title I: 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Superintendent Goals: SG 1	Formative		Summative
	Nov	Feb	Apr





Strategy 3 Details	Reviews		
Strategy 3: Provide feedback to teaching staff on pacing and adherence to the level of rigor in instructional materials. Strategy's Expected Result/Impact: This will ensure teachers are staying on schedule and addressing the TEKS as required by TEA. Staff Responsible for Monitoring: Campus Administration and District Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Superintendent Goals: SG 1	Formative		Summative
	Nov	Feb	Apr
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

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 percentage of all students attaining academic achievement growth at all levels will increase by 15%.

Evaluation Data Sources: NWEA MAP Growth Data

Strategy 1 Details		Reviews		
Strategy 1: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations during intervention instruction. Strategy's Expected Result/Impact: Students in special population groups will be afforded the same support and academic rigor as their grade-level peers not identified in special populations. Staff Responsible for Monitoring: Campus Administration and District Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Superintendent Goals: SG 1		Formative		Summative
		Nov	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: Implement coordinated and proactive structures to address intervention and/or enrichment for all students. Strategy's Expected Result/Impact: This will ensure intervention time is meaningful and aligned with HQIM and resources. Staff Responsible for Monitoring: RTI Lead and Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 1		Formative		Summative
		Nov	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: Provide professional development to teachers on NWEA testing and score interpretation. Strategy's Expected Result/Impact: Teachers are trained and understand the meaning of students' scores and evaluative measures on NWEA testing. Staff Responsible for Monitoring: RTI Lead Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 1	Formative		Summative
	Nov	Feb	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: Math: 69% Reading: 62%

Special Education: Math: 58%, Reading 50%

Economically Disadvantaged: Math: 65%, Reading 60%

Evaluation Data Sources: 2025 Accountability Data

Strategy 1 Details		Reviews		
Strategy 1: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations during Tier 1 instruction Strategy's Expected Result/Impact: Students in special population groups will be afforded the same support and academic rigor as their grade-level peers in all academic areas. Staff Responsible for Monitoring: Campus Administration and District Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 1, SG 2		Formative		Summative
		Nov	Feb	Apr

Strategy 2 Details	Reviews		
Strategy 2: Implement coordinated and proactive structures to address intervention and/or enrichment for all students Strategy's Expected Result/Impact: This will ensure intervention time is meaningful and aligned with HQIM and resources Staff Responsible for Monitoring: RTI Lead and Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Campus calendar indicates dedicated time for training and ongoing job-embedded professional development on content-specific teaching practices Strategy's Expected Result/Impact: This will ensure teachers and staff have dedicated time to reflect on their practices and ensure their professional growth in teaching and learning practices. Staff Responsible for Monitoring: Campus Administration and District Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 the Texas English Language Proficiency Assessment System (TELPAS) to 49%.

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

Strategy 1 Details	Reviews		
Strategy 1: Implement a Dual Language program model for Emergent Bilingual students in grades PK-2. Strategy's Expected Result/Impact: This will ensure fidelity in a language model that aims to build biliteracy among Emergent Bilingual students. Staff Responsible for Monitoring: Multilingual Dept. Support Staff, Campus Administration, and Bilingual Teachers in PK-2 Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Emergent Bilingual students in grades 2-5 will have consistent access to Summit K-12, an online platform, that focuses on closing the gaps and ensures growth for all students. Strategy's Expected Result/Impact: Emergent Bilingual students will increase their English listening and speaking skills. Staff Responsible for Monitoring: Multilingual Dept. Support Staff, Campus Administration, and Teachers in 2-5 Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: On-going campus professional development focused on sheltered instruction strategies and high-yield teacher moves in working with Emergent Bilingual students. Strategy's Expected Result/Impact: Teachers will build their capacity to work effectively with emergent bilingual students. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

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		
Strategy 1: The campus calendar indicates dedicated time for training and ongoing job-embedded professional development on content-specific teaching practices. Strategy's Expected Result/Impact: This will ensure teachers and staff have dedicated time to reflect on their practices and ensure their professional growth in teaching and learning practices. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Develop and implement a campus-based system that allows teachers to present, demonstrate, or discuss their newly acquired knowledge from recent professional learning. Strategy's Expected Result/Impact: This will ensure teachers have designated time and space to grow in their craft, learn new strategies, and have the opportunity to engage with colleagues. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: Create a structure for cross-campus peer observation of HQIM and strategy implementation, including debriefing and action planning. Strategy's Expected Result/Impact: This will allow content-specific teachers the opportunity to observe, learn from, and engage in conversations with their colleagues to grow their knowledge and skills as they support their students. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
	Nov	Feb	Apr
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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 92.3% to 93.8%.

Evaluation Data Sources: PEIMS Attendance Data

Strategy 1 Details	Reviews		
Strategy 1: Provide multiple opportunities and/or modalities for students and families to learn about attendance procedures. Strategy's Expected Result/Impact: Parents and families will be informed of the state's and district's requirements for student attendance and thus improve students' attendance. Staff Responsible for Monitoring: Campus Administration and Attendance Clerk Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide training to campus staff on the district's procedures to address attendance requirements. Strategy's Expected Result/Impact: Teachers will be better informed and can communicate accurate information to parents and families. Staff Responsible for Monitoring: Campus Administration and Attendance Clerk Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr





Strategy 3 Details	Reviews		
Strategy 3: Send commendation letters to students and parents, guardians, or caregivers for improved and perfect school attendance. Strategy's Expected Result/Impact: Teachers and staff will build positive relationships with students, parents, and families to increase student attendance. Staff Responsible for Monitoring: Campus Administration and Attendance Clerk Title I: 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 3: Positive School Culture - Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

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		
Strategy 1: Provide campus-based professional development focused on de-escalation and student misbehaviors. Strategy's Expected Result/Impact: Teachers can become proactive in mitigating student disruptions to the learning environment. Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: The Positive Behavior Incentive Systems (PBIS) Committee will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful, and responsible actions stated positively. Strategy's Expected Result/Impact: Students and staff will be informed of expected behavior thus allowing for a more positive campus environment. Staff Responsible for Monitoring: Campus Administration and PBIS Committee Members Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: Monitor implementation of SEL curriculum. Strategy's Expected Result/Impact: This will ensure both fidelity in the program model and that students are receiving instruction to support their development. Staff Responsible for Monitoring: Counselor Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr
<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

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		
Strategy 1: Provide opportunities at least twice monthly for students to share their thinking by speaking or writing using digital tools. Strategy's Expected Result/Impact: Increased student engagement and preparation for their future careers. Staff Responsible for Monitoring: Campus Administration and Campus BootUp Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide equitable opportunities for all students to collaborate and gather evidence digitally to demonstrate students taking responsibility for their learning. Strategy's Expected Result/Impact: CRE students will utilize technology as part of their everyday learning as evident in their lessons, projects, and assignments. Staff Responsible for Monitoring: Campus Administration and Campus BootUp Committee Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: As evidenced by weekly walk-throughs, CRE teachers are consistently utilizing technology in daily instruction across all content areas. Strategy's Expected Result/Impact: CRE teachers will provide equitable access to digital tools for all students. Staff Responsible for Monitoring: Campus Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 3	Formative		Summative
	Nov	Feb	Apr
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			

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		
Strategy 1: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. Strategy's Expected Result/Impact: This will ensure teachers are provided feedback that is both clear and meaningful to help them develop their teaching skills. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 4	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Assign mentors to both new to the profession and new to BISD teachers. Strategy's Expected Result/Impact: New teachers will have another layer of professional support to turn to for questions, planning, and overall help. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 4	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: Employ personalized strategies to retain staff. Strategy's Expected Result/Impact: This aims to build positive rapport between staff and campus leadership and ensure staff are both supported and have a platform to express their concerns and questions. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 4	Formative		Summative
	Nov	Feb	Apr
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

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 15% increase in participation of parent and family engagement opportunities.

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

Strategy 1 Details	Reviews		
Strategy 1: Develop a plan and schedule for a series of Parent Engagement sessions that include a variety of topics, supports, and available services both within the district and our community at large. Strategy's Expected Result/Impact: Parents will engage in sessions that meet their specific needs and connect to the supports and services offered. Staff Responsible for Monitoring: Campus Administration Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students Strategy's Expected Result/Impact: Students and their families experiencing situations such as these will have sources to turn to for information and support. Staff Responsible for Monitoring: Campus Administration and Counselor Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 4	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: Create a written process for utilizing volunteers. Strategy's Expected Result/Impact: This aims to ensure volunteers are used in areas where they can have the greatest impact on student's academic performance as well as their social-emotional well-being. Staff Responsible for Monitoring: Campus Administration and Counselor Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 4	Formative		Summative
	Nov	Feb	Apr
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			