Leakey Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B

Mission Statement

The mission of Leakey Independent School District, in partnership with parents and community, is to ensure a quality education in a safe environment to inspire our students to be productive citizens and lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Leakey Independent School District includes 24.5 teachers, 24.7 auxillary staff, 2.3 campus administrators, and 2.0 cental administration. We have 16 teachers who have a bachelors degree and 8 that hold a masters degree. The student population is 62% white, 36% Hispanic, 0% African American, 0% American Indian, 0% Asian, 0% Pacific Islander and 2% two or more races. Additionally, the campus serves 58% economically disadvantaged students, 16.2% Special education, and 4.6% limited english proficient students. Overall attendance rate is 96.5%.The most current data indicate the campus has a 13.1% mobility rate. We had an increase in Advanced/dual-credit course completion from 42.7% to 62.4% over the last two years. This TAPR report, 21-22, is based off an enrollment of 328 students, we currently have 362 students enrolled.

Demographics Strengths

Upon review of this data, several findings were noted. These findings include: Certified, highly qualified teachers are being hired. Every teacher holds a bachelor's degree or higher. Leakey ISD is doing a great job with increasing our participation in advanced/dual-credit courses. This requires students to pass TSI test or excell on their EOC/STAAR test to qualify.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Class sizes are steadily increasing   **Root Cause:** Increase in enrollment.

Problem Statement 2 (Prioritized): More students with early learning gaps indicated on reading assessments in K-2nd grade.   **Root Cause:** Still struggling with COVID gaps and we lack a phonics program being implemented with fidelity.

Student Learning

Student Learning Summary

Overall the 3-8 grade reading scores increased in almost all areas. There was a decrease of 21% in 3rd grade meets category and a decrease in 5th grade masters category. Math 4th-8th increased in all areas, while 3rd grade math decreased in all areas. 5th grade science had an increase in all areas and 8th grade science had a slight decrease in approaches by only 4%. Grade 8 social studies increased in approaches and masters, but decreased by 6% in meets category. EOC's-Eng I and Eng II both had a slight decrease in approaches, meets and an increase in masters. Alg I increased in all areas. Biology increased in approaches, but decreased in meets and masters. US History decreased in approaches and meets, but increased in Masters.

HB 3 Goals:

The percentage of graduates that meet the criteria for CCMR will increase from 78% to 81% by August 2023. Currently we are at 53.8% from 2022 data.

The percent of 3rd grade student that score meets grade level or about on STAAR Reading will increase rom 37% to 40% by 2022, we have currently met that goal.

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 53% to 58% by 2022, we are currently at 27%. College,

Career, Military Ready Graduates-Increase from 55.6% to 69.2%

College Prep Courses- Mathematics-Increase from 44.4% to 61.5%

Advanced Course/Dual Credit Course Completion-Decreased from 44.4%-38.5%

CTE Completers: 2

Student Learning Strengths

Accountablity was noted as "Met Standard" with a B rating.

Special Education also was "Meets Requirements"

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the most recent TAPR Leakey ISD only had 2 CTE completers. **Root Cause:** Need to offer more pathways to gain CTE credit/completers

Problem Statement 2 (Prioritized): More students with early learning gaps indicated on reading assessments in K-2nd grade. **Root Cause:** Still struggling with COVID gaps and we lack a phonics program being implemented with fidelity.

Problem Statement 3: Class sizes are steadily increasing **Root Cause:** Increase in enrollment.

District Processes & Programs

District Processes & Programs Summary

Curriculum, instruction and assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Esential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes. Leakey ISD uses the TEKS Resource System as a basic curriculum support incorporating state adopted texts at each level. All resources are TEKS aligned. A yearly assessment calendar incorporates NWEA map testing, benchmark assessments and state mandated assessments.

Students that are eligible, participate in extracurricular activities including: sports, UIL academic competitions, One Act Play and band.

The Leakey ISD District Leadership Team consists of the superintendent, business manager, principal, assistant principal and dean of students/counselor. The team is charged with responsibilities related to teaching and learning, discipline, and community engagement.

Leakey ISD is a one to one technology district, therefore, there is an ongoing need for upgrading and/or replacing technology devices and systems.

District Processes & Programs Strengths

District leadership team works together to ensure the district is providing the best education opportunity to our students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the most recent TAPR Leakey ISD only had 2 CTE completers.   **Root Cause:** Need to offer more pathways to gain CTE credit/ completers

Problem Statement 2 (Prioritized): Less than 50% students are achieving at the Meets Standards on state assessments.   **Root Cause:** Teachers need more support and training with instructional strategies.

Problem Statement 3 (Prioritized): More students with early learning gaps indicated on reading assessments in K-2nd grade.   **Root Cause:** Still struggling with COVID gaps and we lack a phonics program being implemented with fidelity.

Problem Statement 4: More outcries for help from students and families for mental health issues.   **Root Cause:** Increase referrals for special education and counseling.

Perceptions

Perceptions Summary

District leaders facilitate parent meetings and provide expectations for student achievement annually along with resources and activities for parents to use at home. In addition, parents are invited to provide input via surveys, various meetings, and public forums. Due to Covid 19, the campus was closed during the 2020-2021 school year and the majoritiy of 2021-2022. Therefore, participation was limited during that time. This year we have opened back up for awards ceremonies and celebrations.

There has been an increase in parental requests for counseling services or mental health support for their students.

Perceptions Strengths

This year there was a focus on celebrating our students academically and encouraging parents to attend award ceremonies.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More outcries for help from students and families for mental health issues.   **Root Cause:** Increase referrals for special education and counseling.

Priority Problem Statements

Problem Statement 1: More students with early learning gaps indicated on reading assessments in K-2nd grade.
Root Cause 1: Still struggling with COVID gaps and we lack a phonics program being implemented with fidelity.
Problem Statement 1 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 2: According to the most recent TAPR Leakey ISD only had 2 CTE completers.
Root Cause 2: Need to offer more pathways to gain CTE credit/completers
Problem Statement 2 Areas: Student Learning - District Processes & Programs

Problem Statement 3: Less than 50% students are achieving at the Meets Standards on state assessments.
Root Cause 3: Teachers need more support and training with instructional strategies.
Problem Statement 3 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 19, 2023

Goal 1: Leakey ISD ensures that all students reach or exceed grade-level standards in all subject areas through effective and rigorous instructional programs.

Performance Objective 1: By May 2024, 75% of all students and each student group will meet state standards at the approaches level on the state assessments.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Benchmark assessments and STAAR/EOC assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide support for teachers in developing in depth lesson plans utilizing Texas Essential Knowledge and Skills Resource System.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student performance (6 week grades, formative assessments, STAAR testing)	N/A	N/A	N/A	
Staff Responsible for Monitoring: All teachers, Principal, Assistant principal				
Problem Statements: Demographics 2 - Student Learning 2 - District Processes & Programs 2, 3				
Strategy 2 Details	**Reviews**			
Strategy 2: Utilize small group instruction at least 3 days per week based on analysis of formative assessment data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student performance (6 week grades, formative assessments, STAAR testing)	N/A	N/A	N/A	
Staff Responsible for Monitoring: All K-8 teachers, Principal, Assistant Principal				
Problem Statements: Demographics 2 - Student Learning 2 - District Processes & Programs 2, 3				

Strategy 3 Details		Reviews			
Strategy 3: Implement phonics instruction grades K-3		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance and reduce the gaps on reading assessments		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: K-3 teachers, Principal, Assistant Principal **Problem Statements:** Demographics 2 - Student Learning 2 - District Processes & Programs 3		N/A	N/A	N/A	

Strategy 4 Details		Reviews			
Strategy 4: Implement effective instructional strategies including word walls, anchor charts, bell ringers, exit tickets, Lead4ward strategies		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student performance **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal **Problem Statements:** Demographics 2 - Student Learning 2 - District Processes & Programs 3		N/A	N/A	N/A	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: More students with early learning gaps indicated on reading assessments in K-2nd grade.   **Root Cause**: Still struggling with COVID gaps and we lack a phonics program being implemented with fidelity.

Student Learning
Problem Statement 2: More students with early learning gaps indicated on reading assessments in K-2nd grade.   **Root Cause**: Still struggling with COVID gaps and we lack a phonics program being implemented with fidelity.

District Processes & Programs
Problem Statement 2: Less than 50% students are achieving at the Meets Standards on state assessments.   **Root Cause**: Teachers need more support and training with instructional strategies.
Problem Statement 3: More students with early learning gaps indicated on reading assessments in K-2nd grade.   **Root Cause**: Still struggling with COVID gaps and we lack a phonics program being implemented with fidelity.

Goal 2: Leakey ISD will seek to secure appropriately certified teachers in core academic classes and electives based on certification or by measures of our DOI plan. Leakey ISD will strive to maintain majority of staff annually.

Performance Objective 1: By May 2024, core academic teachers will be fully certified or working towards certification and paraprofessionals will meet ESSA requirement.

High Priority

Evaluation Data Sources: Leakey ISD will strive to secure appropriately certified teachers in core academic classes and will maintain staff annually.

Strategy 1 Details	Reviews			
Strategy 1: Provide small class sizes and adequate classroom support	**Formative**			**Summative**
Strategy's Expected Result/Impact: Attract and retain teachers	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Principal **Problem Statements:** Demographics 2 - Student Learning 2 - District Processes & Programs 2, 3	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
Strategy 2: When selecting new staff, priority will be given to new staff members who are fully certified.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To provide the best staffing for student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Problem Statements:** Demographics 2 - Student Learning 2 - District Processes & Programs 2, 3	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
Strategy 3: Provide staff development to ensure all paraprofessional staff to be successful in meeting students' needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure our staff that provides in class support is properly trained.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Principal **Problem Statements:** District Processes & Programs 2	N/A	N/A	N/A	

Strategy 4 Details	Reviews			
Strategy 4: Provide staff incentives to establish positive climates.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain staff annually.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Principal Assistant Principal	N/A	N/A	N/A	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: More students with early learning gaps indicated on reading assessments in K-2nd grade. **Root Cause**: Still struggling with COVID gaps and we lack a phonics program being implemented with fidelity.

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Problem Statement 3: More students with early learning gaps indicated on reading assessments in K-2nd grade. **Root Cause**: Still struggling with COVID gaps and we lack a phonics program being implemented with fidelity.

Goal 3: Teachers will be provided staff development, mentoring, and classroom support to be effective teachers of all students including students in special populations.

Performance Objective 1: Teachers will be provided staff development, mentoring, and classroom support to be effective teachers of all student s including students in special populations. (ESL, GT, SpEd, 504, low SES)

High Priority

HB3 Goal

Evaluation Data Sources: Grades of all special population students will be reviewed every three weeks for passing.

Strategy 1 Details		Reviews			
Strategy 1: The Counselor and Special Education Coordinator will identify needed student support systems.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure that the proper support for each student population is receiving the support needed.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Spec Ed Coordinator, 504 Coordinator, Principal, ESL Coordinator		N/A	N/A	N/A	

Strategy 2 Details		Reviews			
Strategy 2: Provide professional development opportunities to prepare staff to be successful in meeting students' needs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure that the proper support for each staff member is provided in order to meet students needs.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Principal		N/A	N/A	N/A	

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: Leakey ISD will provide a safe and drug free learning environment that is conducive to learning.

Performance Objective 1: Leakey ISD will maintain the number of violent incidents at 0% as measured by PEIMS and reduce the percentage of disciplinary referrals by 30%.

    Evaluation Data Sources: PEIMS
    Discipline referrals

Strategy 1 Details				Reviews			
Strategy 1: LISD will provide a clear, well structured disciplinary policy.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce percentage of referrals				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal				N/A	N/A	N/A	
Strategy 2 Details				**Reviews**			
Strategy 2: LISD will provide information to staff, parents, and students of disciplinary policies.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce percentage of referrals.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant principal				N/A	N/A	N/A	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue							

Goal 4: Leakey ISD will provide a safe and drug free learning environment that is conducive to learning.

Performance Objective 2: LISD will be drug free.

Evaluation Data Sources: PEIMS

Strategy 1 Details			Reviews			
Strategy 1: K-12 students will participate in Red Ribbon Week.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide awareness and guidance on the importance of staying drug free.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor			N/A	N/A	N/A	
Strategy 2 Details			**Reviews**			
Strategy 2: Drug dogs will periodically be used to deter drug use on campus.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Deter bringing and use of drugs on campus.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal			N/A	N/A	N/A	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Leakey ISD will ensure that students plan and are prepared for life beyond high school.

Performance Objective 1: LISD will provide information to 100% students and parents on college, career and military readiness.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR
CTE pathways
TSI, SAT and ACT test scores
College Transition Course

Strategy 1 Details		Reviews		
Strategy 1: Seniors will be shown how to create resumes, college essays and letters of recommendations.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Prepare for college readiness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Principal	N/A	N/A	N/A	

Strategy 2 Details		Reviews		
Strategy 2: Dual credit course support will be expanded to help ensure successful course completion.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Guide students through taking a college course. Help keep up with deadlines while balancing other activities.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Counselor Dual Credit supervisor	N/A	N/A	N/A	

Strategy 3 Details		Reviews		
Strategy 3: LISD will continue to be recognized as a Purple Star campus by TEA.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Continue to demonstrate millitary-friendly practices and a commitment to military students and families.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Principal Counselor	N/A	N/A	N/A	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Leakey ISD will ensure that students plan and are prepared for life beyond high school.

Performance Objective 2: LISD will hire another again teacher for extra support in our CTE pathways.

    High Priority

    HB3 Goal

    Evaluation Data Sources: We will have more graduates as CTE completers

Strategy 1 Details	Reviews			
Strategy 1: Adding an additional AG teacher will allow students to focus on their specific content and allow for more pathways.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Offer more pathways **Staff Responsible for Monitoring:** Principal Counselor	N/A	N/A	N/A	

         0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 5: Leakey ISD will ensure that students plan and are prepared for life beyond high school.

Performance Objective 3: LISD will host a career day to encourage students to explore a variety of opportunities beyond high school.

Evaluation Data Sources: Career Day participants
Survey of students

Goal 6: LISD will assist parents with the increased requests for mental health awareness and support.

Performance Objective 1: LISD will offer an opportunity for students to receive free short term behavioral health services.

High Priority

Evaluation Data Sources: Document number of students utilizing these services.

Strategy 1 Details				Reviews			
Strategy 1: Students will have the opportunity to partner with Texas Child Health Access Through Telemedicine, TCHATT.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide service for students with mental health issues **Staff Responsible for Monitoring:** Counselor				**Nov**	**Jan**	**Mar**	**June**
				N/A	N/A	N/A	
Strategy 2 Details				**Reviews**			
Strategy 2: Students may choose to participate in Youth aware of Mental health, YAM				**Formative**			**Summative**
Strategy's Expected Result/Impact: Opportunity for students to hear strategies for coping with mental health issues. **Staff Responsible for Monitoring:** Counselor				**Nov**	**Jan**	**Mar**	**June**
				N/A	N/A	N/A	
Strategy 3 Details				**Reviews**			
Strategy 3: LISD will have a full time counselor.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Assist or provide resources to students as needed **Staff Responsible for Monitoring:** Principal				**Nov**	**Jan**	**Mar**	**June**
				N/A	N/A	N/A	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: LISD will increase family engagement activities to include promote more family engagement.

Performance Objective 1: By May of 2024, at least 25% of all students' parents/guardians and/or family members will participate in at least one school sponsored activity.

    Evaluation Data Sources: Sign in sheets
agendas
Conference sign-in

Strategy 1 Details		Reviews			
Strategy 1: LISD will host a family night.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Family engagement		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Counselor		N/A	N/A	N/A	

Strategy 2 Details		Reviews			
Strategy 2: Invite parents/guardians to participate in awards ceremonies for K-12.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Encourage parents to celebrate their students achievements.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Principal		N/A	N/A	N/A	

Strategy 3 Details		Reviews			
Strategy 3: Librarian will host a reading night with elementary parents.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote parents reading with their kids		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Librarian Counselor Principal		N/A	N/A	N/A	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: The district's attendance for all students will surpass 96%

Performance Objective 1: Attendance, as documented on state reports, for all students and subgroups will improve to 96%.

    Evaluation Data Sources: PEIMS reports

Strategy 1 Details			Reviews			
Strategy 1: Celebrate students every six weeks with perfect attendance.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Encourage students to come to school			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PEIMS Clerk, Teachers, Assistant Principal, Principal			N/A	N/A	N/A	
Strategy 2 Details			**Reviews**			
Strategy 2: Students will be held accountable for attendance.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve daily attendance			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PEIMS clerk, Teachers, Assistant Principal and Principal			N/A	N/A	N/A	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						