

Eagle Mountain-Saginaw Independent School District

Boswell High School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Through an unyielding commitment to fostering a culture of excellence for every student, BHS, in partnership with faculty, staff and community will intentionally provide a high-quality education. We will excel in our mission through researched-based teaching strategies, involvement in extracurricular activities, and preparing all students for post-secondary college or career opportunities.

Vision

To foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

Value Statement

Boswell High School has co-created Collective Commitments. These commitments serve as our Core Beliefs:

Take responsibility for student learning.

Work together in true collaborative teams.

Define clearly what every student needs to learn.

Constantly evaluate effectiveness.

Respond collectively when students do not master the material.

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Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality, student-centered, inquiry-based based instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 1: Ensure rigorous curriculum and meaningful learning experiences occur through innovative and technologically-rich learning environments that meet the needs of all students.

HB3 Goal





Evaluation Data Sources: DCA data, walk-through data, instructional rounds

Strategy 1 Details	Reviews			
Strategy 1: Provide time, opportunity, and processes for teachers to collaborate to review data that drives instruction, understand, implement, and review curriculum and best practices. Strategy's Expected Result/Impact: Meaningful Tier 1 Instruction, increased student achievement, aligned curriculum delivery. Staff Responsible for Monitoring: Teachers, Level Leads, Department Leads, Learning Coaches, Admin. Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a comprehensive instructional plan using high-yield instructional strategies and coaching utilizing the rigor and relevance framework. Strategy's Expected Result/Impact: Increased rigor in lessons, assessments, and student achievement. Staff Responsible for Monitoring: Teachers, Level Leads, Learning Coaches, Department Leads, and Administration	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality, student-centered, inquiry-based based instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 2: Continue to utilize the campus-developed MTSS process to track strategies/interventions implemented with struggling students and incorporate HB 4545 for students in need.

Evaluation Data Sources: Grading period data

Strategy 1 Details	Reviews			
Strategy 1: Develop a systematic method to identify students needing targeted academic and/or behavior intervention. Strategy's Expected Result/Impact: More students show growth in academic performance and decreased discipline referrals. Staff Responsible for Monitoring: AP over MTSS, Testing/504 Coordinator, Teacher of Record in the content areas, SPED Case Managers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: In accordance with HB4545, the campus will provide academic intervention via tutorials for all students who were unsuccessful on EOC exams. Strategy's Expected Result/Impact: Result/Impact Students who attend tutorials regularly will show increased capacity to be successful on their EOC retake exams. Staff Responsible for Monitoring: Assistant Principal over HB4545 and campus tutors	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality, student-centered, inquiry-based based instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.





Performance Objective 3: Track and monitor students' college, career, and military readiness indicators to increase Boswell's College, Career, and Military Readiness component score from 68 to 88.

HB3 Goal

Evaluation Data Sources: State Academic Performance Report, CCMR EOY Data, Accountability Rating Summary Report

Strategy 1 Details	Reviews			
Strategy 1: Boswell High School will increase the percentage of scores of 3's or higher on all Advanced Placement (AP) from 62% to 65% during the 2023-2024 school year. Strategy's Expected Result/Impact: Utilization of AP Planning report to target instruction, AP teachers meeting 1-on-1 with Academic Principal to set participation and performance goals to have scores above the national average. Staff Responsible for Monitoring: AP teachers, Academic Principal	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase senior participation rate to 100% by taking either TSI/ASVAB/SAT/ACT to increase Boswell's overall college, career, and military readiness score to 80% passing or higher. Strategy's Expected Result/Impact: Increase in participation rate and increase in ACT/SAT scores. Staff Responsible for Monitoring: Academic Principal, College and Career Readiness Specialist, Counselors Title I: 2.5 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the percentage of students that meet TSI criteria in both math and reading from 38% to 45%. Strategy's Expected Result/Impact: Work with English 3 and Algebra 2 classes to incorporate TSI skills into curriculum to Increase TSI scores and college enrollment Staff Responsible for Monitoring: Academic Principal, College, and Career Specialist TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increase the percentage of CTE students earning an Industry-Based Certificate from 13% to 20%. Strategy's Expected Result/Impact: Increased number of students considered career ready. Staff Responsible for Monitoring: CTE teachers, Academic Principal, College, and Career Specialist TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Increase the percentage of students eligible for college credit from 88% to 90% in our OnRamps classes. Strategy's Expected Result/Impact: Increase the number of students participating in OnRamps classes and grow the number of our students leaving high school college and career ready. Staff Responsible for Monitoring: OnRamps Teachers Academic Principal College and Career Readiness Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Increase the number of College, Career, and Military Readiness points in the senior class by enrolling students into college prep English/Math courses that were unsuccessful on TSI their junior year. Strategy's Expected Result/Impact: Increase in CCMR rate, a higher number of students future ready. Staff Responsible for Monitoring: College Prep English and Math Teachers, Academic Principal, and College and Career Readiness Specialist.	Formative			Summative
	Dec	Feb	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Increase the number of AVID students taking the PSAT/Pre-ACT/SAT/ACT to 95%. Strategy's Expected Result/Impact: Increased number of Merit Scholars, student scholarships, and scores on ACT/SAT. Staff Responsible for Monitoring: AVID Coordinator, AP over AVID, and College and Career Readiness Specialist.	Formative			Summative
	Dec	Feb	Mar	June





Strategy 8 Details	Reviews			
Strategy 8: Increase college entrance exam performances by interweaving SAT and ACT types of questions into Math and English lessons: Strategy's Expected Result/Impact: Increase in college entrance exam scores, student achievement, and higher college acceptance rate. Staff Responsible for Monitoring: AP's over core content, Academic Principal, and College and Career Readiness Specialist, and teachers.	Formative			Summative
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Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality, student-centered, inquiry-based instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 4: Increase passing rates to meet or exceed district performance targets as follows: Algebra I (85% to 87%); English I (83% to 85%); and English II (85% to 87%); US History (98% to 99%); Biology (95% to 97%).

Evaluation Data Sources: EOC EOY data





Strategy 1 Details	Reviews			
Strategy 1: Identify and provide intervention to under-performing sub-populations (i.e., SPED, LEP, Economically Disadvantaged) using PLC Data Protocol. Strategy's Expected Result/Impact: Develop appropriate intervention plan to increase performance of sub population. Staff Responsible for Monitoring: Department Leads, Level Leads, Teacher of Record, ESL Coordinator, Case Managers. Title I: 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: In PLC's, analyze EOC content classes and track DCA data to drive curriculum and instructional changes. Strategy's Expected Result/Impact: Increased performance with students who have failed an EOC test previously. Staff Responsible for Monitoring: EOC Content Teachers, Learning Coaches, and Department Leads. Title I: 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue EOC Boot-camp two weeks before the EOC exam with a focus on students in need of targeted intervention. Strategy's Expected Result/Impact: Increased performance of at-risk population. Staff Responsible for Monitoring: English, Math, Science, and Social Studies Departments Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: EOC classroom teachers will continue intentional one-on-one conferences with every 9th, 10th, and 11th-grade student through their EOC classes. Strategy's Expected Result/Impact: Increase student performance on EOC. Staff Responsible for Monitoring: EOC Teachers Title I: 2.4, 2.5, 2.6		Formative			Summative
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Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality, student-centered, inquiry-based based instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 5: Increase masters level performance to meet or exceed 2022 EOC masters results/district performance targets as follows: Algebra I (18% to 24%); English I (19% to 25%); English II (9% to 15%); US History (47% to 55%); and Biology (27% to 35%).





Evaluation Data Sources: EOC EOY data

Strategy 1 Details	Reviews			
Strategy 1: Provide campus professional learning on progress measures and moving the needle. Strategy's Expected Result/Impact: Increase in academic growth Staff Responsible for Monitoring: Department leads, level leads, Teacher of Record, Administrators	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will create a culture of trust and growth through personalized opportunities, building relationships with students and families, and providing collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 1: Teachers will be provided with quality professional learning opportunities throughout the school year.





Evaluation Data Sources: PL aligned to campus needs assessment and utilization of teacher feedback to provide quality targeted PL.

Strategy 1 Details	Reviews			
Strategy 1: Faculty meetings will be used to address professional development needs. Strategy's Expected Result/Impact: Increase of pedagogy, skills, and content for teachers in support of student growth. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Department Leads, Learning Coaches, and AVID Site Team Members will assess campus needs with instructional practices and develop sessions to provide growth opportunities. Strategy's Expected Result/Impact: Increase of pedagogy, skills, and content for teachers in support of student growth. Staff Responsible for Monitoring: Academic Principal, Learning Coaches, AVID Site Team Members Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
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Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will create a culture of trust and growth through personalized opportunities, building relationships with students and families, and providing collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 2: Teachers will develop a systematic method of monitoring student progress to cultivate mastery of student learning objectives and utilize their system to increase student engagement and achievement.

Evaluation Data Sources: Submission of PLC tasks, utilization of student data trackers and PDSA on data within the level

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet with their PLC weekly to embed proven high-yield instructional strategies, monitor student progress, and adjust instruction accordingly. Strategy's Expected Result/Impact: Increased student performance. Staff Responsible for Monitoring: Teachers, Level Leads, Department Leads, and AP over each of the four content areas. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Level Leads will participate in grade level data talks at the end of each six-weeks to discuss strategies to increase performance of shared students. Strategy's Expected Result/Impact: Increased awareness of campus performance. Staff Responsible for Monitoring: Principal, Academic Principal, Level Leads Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will create a culture of trust and growth through personalized opportunities, building relationships with students and families, and providing collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 3: Students will collaborate with their teachers to create goals and track progress through the utilization of data trackers in the 4 core areas throughout the school year.





Evaluation Data Sources: Data tracker spot checks, teacher check each 6 weeks and utilization in Data Talk and PLC

Strategy 1 Details	Reviews			
Strategy 1: Core teachers will discuss the data-tracker process and effectiveness within their PLCs and walkthroughs, and normalize asking students to see their trackers during class. Strategy's Expected Result/Impact: Student awareness of the tracker grows. Teacher input continues to grow as the usefulness of the tool is evaluated throughout the school year. Staff Responsible for Monitoring: Administration and core teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
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Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will create a culture of trust and growth through personalized opportunities, building relationships with students and families, and providing collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 4: Teachers and administration will facilitate a collaborative environment with parents to consistently monitor student progress throughout the academic school year.





Evaluation Data Sources: Parent survey results, increased amount of positive parent involvement

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular grade book checks to monitor student progress, ensure timely feedback to families, and comply with district grading guidelines with 100% adherence. Strategy's Expected Result/Impact: Increased adherence to grading and reporting handbook policies. Staff Responsible for Monitoring: Academic Principal, Assistant Principals	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide communication to parents, students, and teachers through weekly letters from the Principal.	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Boswell will continue to promote academic and social events for parents and the community, such as the community homecoming carnival, Boo at BOS, the annual Reading Festival, and Baccalaureate. Strategy's Expected Result/Impact: Positive relationship with community Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will create a culture of trust and growth through personalized opportunities, building relationships with students and families, and providing collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 5: Advisory period will be integrated into the annual calendar to meet students' needs in the areas of SEL, academic planning and organization and required awareness videos (anti-bullying, anti-suicide, drug awareness, etc)





Evaluation Data Sources: Intervention Counselor monthly log sheet, and completion of required videos

Strategy 1 Details	Reviews			
Strategy 1: Counselors will work to create lessons for students to address students social and emotional learning needs. Strategy's Expected Result/Impact: Students will see the importance of these topics and know where to get help should any of these issues be impacting them. Staff Responsible for Monitoring: Counseling team and Advisory Teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Intervention Counselor will continue to work with at-risk students on a one-on-one basis to provide coping strategies as well as guidance on ways to handle tough situations. Strategy's Expected Result/Impact: Decrease in behavior referrals for at-risk students and increased academic performance based on students' needs. Staff Responsible for Monitoring: Intervention Counselor Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Administration and counseling teams will work in tandem to identify students in need of behavior intervention and facilitate regular progress monitoring for students identified as needing support. Strategy's Expected Result/Impact: Awareness of behavioral threats will create a decrease in concerning student behaviors. Staff Responsible for Monitoring: Administration, counseling, and teachers.	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will create a culture of trust and growth through personalized opportunities, building relationships with students and families, and providing collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 6: Create and monitor personalized education plans for each freshman student and revise the plan annually to meet the needs of every student.

Evaluation Data Sources: Graduation rate, CTE certification, and enrollment in college credit courses

Strategy 1 Details	Reviews			
Strategy 1: Schedule one-on-one conferences with each freshman student. Strategy's Expected Result/Impact: Completion of PEPs. Staff Responsible for Monitoring: Counselors Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct yearly follow-up meetings with current 9th, 10th, and 11th-grade students to review and adapt their personalized education plans. Strategy's Expected Result/Impact: Personal education plans that are up to date. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Dec	Feb	Mar	June
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Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.





Performance Objective 1: Continue security measures on campus and improve safety protocols through the use of monthly drills and assessments.

Evaluation Data Sources: Monthly log drills

Debrief Notes

Safety Committee Notes





Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly meetings with safety committee to assess needs and quality of safety drills. Strategy's Expected Result/Impact: Develop more efficient and effective procedures as they relate to safety. Staff Responsible for Monitoring: AP over safety and security, Safety Committee	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct a debrief-brief meeting with administration and security specialists to evaluate protocols after monthly drills and provide feedback to staff, students, and parents. Strategy's Expected Result/Impact: Address issues and create solutions to better address safety concerns and situations. Staff Responsible for Monitoring: Administration, Safety and Security Specialists, and SBLEs	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct annual walk-through of all drills with staff prior to the beginning of the school year, and communicate SRP to students through classroom rounds the first week of school. Strategy's Expected Result/Impact: Increased awareness of campus safety and security procedures for the entire campus Staff Responsible for Monitoring: Principal and AP over safety and security.	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Work in collaboration with EMS ISD Police Department to assess campus safety needs. Strategy's Expected Result/Impact: Safe and secure campus with systems and protocols in place to address safety issues when they arise. Staff Responsible for Monitoring: Principal, AP over safety and security, EMS ISD PD officers, safety and security specialists	Formative			Summative
	Dec	Feb	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Develop a system for documenting and tracking student attendance rate to increase from 93% to 96% or higher by the end of the year. Strategy's Expected Result/Impact: Increased attendance rate, decreased truancy rate. Staff Responsible for Monitoring: AP over attendance and AP over truancy	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Develop a system to track, document, and file truancy on students that are out of compliance with state law. Strategy's Expected Result/Impact: Increased attendance rate, decreased truancy rate Staff Responsible for Monitoring: AP over attendance and AP over truancy	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 2: We will provide drug prevention awareness and education of the social/emotional effects throughout the school year.

Evaluation Data Sources: Advisory schedule and completion of required awareness videos

Strategy 1 Details	Reviews			
Strategy 1: Utilize social media to promote awareness of drug prevention. Strategy's Expected Result/Impact: Increased awareness of drug prevention. Staff Responsible for Monitoring: Administration, Intervention Counselor, Counseling Department Title I: 4.1	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide awareness for reporting procedures for bullying to both students and teachers. Strategy's Expected Result/Impact: Increased awareness of bullying procedures. Reduce number of bullying incidents with student population. Staff Responsible for Monitoring: Administration, Counseling Title I: 4.1	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Annual participation in Red Ribbon Week and Art Competition through Lion's Club to raise awareness of the campus anti-drug campaigns. Strategy's Expected Result/Impact: Increased awareness of the harmful effects of drugs Staff Responsible for Monitoring: Administration, Counseling, Student Council Sponsor	Formative			Summative
	Dec	Feb	Mar	June
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Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 3: We will provide an opportunity for all 12th-grade students to receive CPR certification.

Evaluation Data Sources: CPR Certification of students at the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: The campus athletic training team will identify times throughout the school year that all students can receive this training with minimum effect on class time. Strategy's Expected Result/Impact: All students trained in CPR. Staff Responsible for Monitoring: Administration and athletic training team	Formative			Summative
	Dec	Feb	Mar	June
<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: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 4: 100% of applicable students will participate in the Fitness Gram with a 2% increase in skill development.





Evaluation Data Sources: Participation in fitness gram; increased skill development

Strategy 1 Details	Reviews			
Strategy 1: Prepare students for skill sets through PE and Athletics Strategy's Expected Result/Impact: Participation in fitness gram; increased skill development. Staff Responsible for Monitoring: Campus Fitness Gram Coordinator	Formative			Summative
	Dec	Feb	Mar	June
<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: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 5: Implementation of campus-wide CHAMPS behavior expectations.

Evaluation Data Sources: Discipline referrals/recidivism
PRIDE award referrals

Strategy 1 Details	Reviews			
Strategy 1: Within the 1st week of school, administrators will visit every 2nd-period class to review campus PRIDE behavior expectations with students. Strategy's Expected Result/Impact: Students are aware of campus behavior expectations Staff Responsible for Monitoring: Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and students can nominate students that demonstrate attributes of CHAMPS for monthly PRIDE awards. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Administrator over PRIDE, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Each week, the Administrator over PRIDE puts a CHAMPS strategy in the campus newsletter for teachers. Strategy's Expected Result/Impact: Campus-wide implementation of CHAMPS Staff Responsible for Monitoring: Administrator over PRIDE ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				