

Somerset Academies of Texas

Somerset Academy Lone Star

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our student population reflects a diverse and dynamic community. The racial and ethnic composition includes students from multiple backgrounds, with the majority identifying as Hispanic/Latino, followed by White, African American, and other racial/ethnic groups.

Gender distribution is balanced, with male and female students represented in nearly equal proportions.

Key student indicators include:

- **Economic Disadvantage:** 80.6% of students qualify as economically disadvantaged.
- **Emergent Bilinguals:** 53.1% of students are identified as emergent bilingual.
- **Special Education:** 16.3% of students receive special education services.
- **Mobility Rate:** 26.2% of students experience mobility within the school year.
- **Attendance:** Overall attendance rates are comparable to state averages, with continued focus on promoting consistent student engagement.

Demographics Strengths

Our school's biggest strength is the diversity of our students. With so many of them growing up bilingual, they bring unique skills and perspectives that make our community stronger. We also have a good balance of boys and girls and students from many different backgrounds, which creates a welcoming and inclusive environment. Even with challenges like high mobility and economic needs, our kids show resilience, adaptability, and a strong drive to succeed. And with a large group receiving special education services, we're proud of the way our school supports every learner so they can grow and reach their potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus faces challenges with 80.6% of students identified as economically disadvantaged and 53.1% as emergent bilingual. Many newcomers arrive with gaps in schooling and limited English, making it harder to close achievement gaps. These factors highlight the urgent need for strong language support and targeted academic interventions.

Root Cause: Students require both targeted language development and intense academic intervention to keep pace with grade-level expectations due to the barriers related to poverty, including limited access to resources and academic support outside school or in prior schools.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 1: At Somerset Academy Lone Star Science performance levels on STAAR will be at 73% Approaches, 52% Meets, 23% in Masters by the end of the school year.

High Priority

Evaluation Data Sources: District Common Formative Assessments, i-Ready assessments (BOY, MOY, EOY), STAAR Report (EOY)

Strategy 1 Details	Reviews		
Strategy 1: The PLC process will be utilized to identify essential learning standards and will meet as a PLC to respond to results of Common Formative Assessments, i-ready diagnostic, NWEA assessment focused on these essentials. A response plan will be generated based on student performance. Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources. Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
	Nov	Feb	July
Strategy 2 Details	Reviews		
Strategy 2: Instructional team during PLC time will unpack the Standards to increase rigor and improve targeted instruction using i-ready instructional groupings data, Standards Mastery for CFU, and researched based teaching. Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources. Targeted Support Strategy - Additional Targeted Support Strategy	Formative		Summative
	Nov	Feb	July

Strategy 3 Details	Reviews		
Strategy 3: Instructional team will focus on explicit and systematic instruction for small group and intervention time, incorporating the Science of Reading, research based learning strategies, grade level instruction, pre-teach concepts. Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		Summative
	Nov	Feb	July
Strategy 4 Details	Reviews		
Strategy 4: Instructional team will provide targeted academic intervention-tutoring (Reading and/or Math) Strategy's Expected Result/Impact: Close learning academic gaps Staff Responsible for Monitoring: Instructional Coach, Leadership and teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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Goal 1: Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 2: At Somerset Academy Lone Star Math performance levels on STAAR will be at 80 % Approaches, 55 % Meets and 25 % in Masters.

High Priority

Evaluation Data Sources: District Common Formative Assessments, I-ready assessments (BOY, MOY, EOY), STAAR Report (EOY)

Strategy 1 Details		Reviews		
Strategy 1: The PLC process will be utilized to identify essential learning standards and will meet as a PLC to respond to results of Common Formative Assessments, i-ready diagnostic, benchmark focused on these essentials. A response plan will be generated based on student performance. Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: Instructional team during PLC time will unpack the Standards to increase rigor and improve targeted instruction using i-ready instructional groupings data, Standards Mastery for CFU, and researched based teaching. Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Instructional team will focus on explicit and systematic instruction for small group and intervention time, incorporating the Science of Reading, research based learning strategies, grade level instruction, pre-teach concepts Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Strategy 4 Details		Reviews		
Strategy 4: Instructional team will provide targeted academic intervention-tutoring (Reading and/or Math) Strategy's Expected Result/Impact: Close learning academic gaps Staff Responsible for Monitoring: Instructional Coach, Leadership and teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Goal 1: Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 3: At Somerset Academy Lone Star Reading performance levels on STAAR will be at 80 % Approaches, 55 % Meets and 37 % in Mastres

High Priority
HB3 Goal
Evaluation Data Sources: District Common Formative Assessments, I-ready assessments (BOY, MOY, EOY), STAAR Report (EOY)

Strategy 1 Details		Reviews		
Strategy 1: The PLC process will be utilized to identify essential learning standards and will meet as a PLC to respond to results of Common Formative Assessments, i-ready diagnostic,benchmark assessment focused on these essentials. A response plan will be generated based on student performance. Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: Instructional team during PLC time will unpack the Standards to increase rigor and improve targeted instruction using i-ready instructional groupings data, Standards Mastery for CFU, and researched based teaching. Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources. Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
		Nov	Feb	July
Strategy 3 Details		Reviews		
Strategy 3: Instructional team will focus on explicit and systematic instruction for small group and intervention time, incorporating the Science of Reading, research based learning strategies, grade level instruction, pre-teach concepts. Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Strategy 4 Details		Reviews		
Strategy 4: Instructional team will provide targeted academic intervention-tutoring (Reading and/or Math) Strategy's Expected Result/Impact: Close learning academic gaps Staff Responsible for Monitoring: Instructional Coach, Leadership and teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 4: At Somerset Academy Lone Star Reading performance levels on mclass will be at 75 % on or above grade level at the End of the school year assessment.

High Priority

HB3 Goal

Evaluation Data Sources: District Common Formative Assessments, I-ready assessments (BOY, MOY, EOY), mclass (BOY, MOY, EOY)

Strategy 1 Details	Reviews		
Strategy 1: The PLC process will be utilized to identify essential learning standards and will meet as a PLC to respond to results of Common Formative Assessments, and mclass progress monitor assessments every 4 weeks. A response plan will be generated based on student performance. Strategy's Expected Result/Impact: The department will identify clear essential learning standards and have fidelity to monitoring the learning associated with these standards for all students. Data will be utilized to respond to students' learning needs in a timely manner. Staff Responsible for Monitoring: Grade level leaders & Instructional Leadership team will monitor results from all data sources. Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Instructional team will provide targeted academic intervention-tutoring (Reading and/or Math) Strategy's Expected Result/Impact: Close learning academic gaps Staff Responsible for Monitoring: Instructional Coach, Leadership and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Develop and implement plans, systems, and processes to support improved campus A-F ratings and ensuring academic success for students.

Performance Objective 5: Somerset Academy Lone Star will maintain high academic performance and engagement of GT students by 90% of GT students will score Meets or Masters on all STAAR assessments.

Evaluation Data Sources: District Common Formative Assessments, I-ready assessments (BOY, MOY, EOY), STAAR Report (EOY)

Strategy 1 Details	Reviews		
Strategy 1: Utilizing and implementing differentiated instruction in every classroom. Strategy's Expected Result/Impact: Enrichment activities will be part of the small group instruction. Data will be utilized to plan students' learning differentiation needs in a timely manner. Staff Responsible for Monitoring: Teachers, GT coordinator & Instructional Leadership team. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Provide enrichment opportunities outside the regular classroom curriculum. Strategy's Expected Result/Impact: Weekly pull outs will be incorporated into the schedule. High order thinking activities with plenty of enrichment and acceleration opportunities will be provided to GT students Staff Responsible for Monitoring: GT coordinator & Instructional Leadership team. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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Goal 2: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Somerset Academy Lone Star will increase participation at community engagement events for the 2025-2026 school year by 20%.

High Priority

Evaluation Data Sources: Sign in sheets, parent feedback, family engagement reports.

Strategy 1 Details		Reviews		
Strategy 1: Somerset Academy Lone Star will invite parents to participate in school events and volunteer as organizers, room parents, lunch monitors, library helpers, etc. Strategy's Expected Result/Impact: Increased community involvement and participation in all school events Staff Responsible for Monitoring: Campus administration, Teachers, Parent Liaison ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 2: Somerset Academy Lone Star will maintain a campus attendance rate of 96% or higher.

High Priority

Evaluation Data Sources: ADA report

Strategy 1 Details	Reviews		
Strategy 1: Somerset Academy Lone Star will contact parents of children with excessive absenteeism by sending the district absence letter to the parent(s) to promote the importance of good attendance to students and parents. Strategy's Expected Result/Impact: Increased in the ADA report and student's learning Staff Responsible for Monitoring: Campus administration, Teachers, Parent Liaison, Office Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
	Nov	Feb	July
Strategy 2 Details	Reviews		
Strategy 2: Somerset Academy Lone Star will provide incentives for student attendance every 9 weeks. Strategy's Expected Result/Impact: Increased in the ADA report and student's learning Staff Responsible for Monitoring: Campus administration / Attendance committee TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Somerset Academy Lone Star will conduct monthly attendance committee meetings to analyze attendance data to include absences and tardies. Strategy's Expected Result/Impact: Increased in the ADA report and student's learning Staff Responsible for Monitoring: Campus administration, attendance committee TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 1: 100% of Somerset Academy Lone Star will receive differentiated professional learning to support their own growth and development to include content specific professional development support.

High Priority
HB3 Goal
Evaluation Data Sources: Staff feedback surveys, school data reports

Strategy 1 Details		Reviews		
Strategy 1: Provide Explicit Instruction training to all staff and BE GLAD strategies to support Emergent Bilingual students. Strategy's Expected Result/Impact: Somerset Academy Lone Star will retain staff. Staff Responsible for Monitoring: National Director of Special Education, Academic Advisor, admin team, grade level chairs Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: All first and second year teachers to Somerset Academy Lone Star will meet monthly with campus mentor Strategy's Expected Result/Impact: Somerset Academy Lone Star will retain staff. Staff Responsible for Monitoring: Admin team, campus mentor Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
		Nov	Feb	July
Strategy 3 Details		Reviews		
Strategy 3: BE GLAD train the trainer to enhance implementation, monitor and follow up the explicit instruction strategies. Strategy's Expected Result/Impact: Somerset Academy Lone Star will retain staff. Staff Responsible for Monitoring: Admin team Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative
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Goal 4: Create and sustain safe and supportive learning environments.

Performance Objective 1: Somerset Academy Lone Star will ensure that every student has access to a safe, supportive and equitable learning environment.

High Priority

Evaluation Data Sources: Parent feedback surveys, behavior reports

Strategy 1 Details	Reviews		
Strategy 1: As a campus we will teach and monitor de-escalation strategies to reduce the amount of times students are removed from the classroom. Strategy's Expected Result/Impact: A decrease in number of discipline referrals Staff Responsible for Monitoring: Admin team, teachers, counselor, student services case manager ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
	Nov	Feb	July
Strategy 2 Details	Reviews		
Strategy 2: Promote a positive school culture and positive intervention and support across the campus by implementing classroom social contracts, monthly character traits, monthly celebrations and positive messages home every 2 weeks. Strategy's Expected Result/Impact: Increase the number of positive interactions between staff members, students, and parents; allowing opportunities to celebrate and reinforce positive behaviors. Staff Responsible for Monitoring: Admin team, teachers, student services case manager, counselor TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
	Nov	Feb	July

Strategy 3 Details	Reviews		
Strategy 3: Provide students with counseling opportunities, Social Emotional Learning (SEL), emotional support during the school day. Strategy's Expected Result/Impact: Significant reduction in office referrals, attendance improvement, strengthen family partnerships Staff Responsible for Monitoring: Counselor, Admin team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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No Progress Accomplished Continue/Modify Discontinue			