

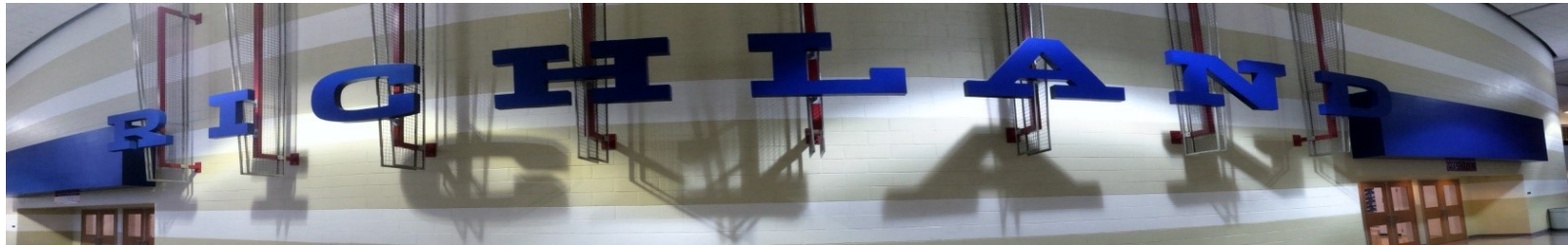
Birdville Independent School District

Richland High School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 22, 2020
Public Presentation Date: October 23, 2020

Mission Statement

The mission of the Richland High School Community is to inspire all students: the desire to learn, the courage to lead, the commitment to serve, and the value of proven character.

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Comprehensive Needs Assessment

Needs Assessment Overview

Due to Covid-19 shutdown, many students and families are struggling with how to best navigate school. At the start of the 2020-2021 school year, we had 60% of students face-to-face and 40% online.

Demographics

Demographics Summary

The student population at Richland High School has continued to change significantly over the last five years both ethnically and socio-economically. There has been an increase in Hispanic population has shown the greatest increase and now represents 31% of our student population and that increase brings additional students classified as LEP (5.9% - TSDS PEIMS 17-18 Summer Collection, Re-submission) and newcomers. (source - David Holland)

The percentage of our students classified as economically disadvantaged has grown to 42% from 38.4% last year.

Our At-Risk percentage has risen to 30% from 26.8% last year.

8.7% of our population is classified as SPED.

Demographics Strengths

The percentage of students classified as GT is 13.7%, down from 14.3% from last year.

CTE participation is at 72.7%, up from 70.9% in 16-17.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in LEP, SPED, and newcomer populations require additional supports for students who are struggling with language and knowledge acquisition simultaneously. **Root Cause:** Lack of designated staff to address language acquisition and lack of training for teachers to address knowledge acquisition obstacles in the classroom.

Problem Statement 2: Continuing changes in demographics have resulted in increases in the percentage of student population that needs additional support in language acquisition and additional support in academics. **Root Cause:** Lower levels of reading skills and math skills in the general population seem to be connected to lower exposure to early reading and learning associated with lower socio-economic population.

Problem Statement 3: The increase of the percentage of students who are identified as At-Risk has continued to increase (now at 30%) based on absenteeism and course failures and is strongly connected to socio-economic classification. **Root Cause:** Less academic assistance and emphasis at home, less technologically skilled parents, and fewer positive academic role models result in less impetus for academic success.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary

Due to Covid shutdown in the Spring of 2020, there is no STAAR data to make decisions on multiple placement areas for incoming 9th graders.

ICLE Instructional Rounds from last year and their audit from this year indicate continued need for improvement in student-centered instruction and increased rigor in classroom instruction. We have addressed this by adding Quad D strategies to the PG SLO implementation for the literacy initiative.

In addition, our special education programs include a variety of programming for differing levels of need. Our Access students provide a coffee delivery service called Red and Brew, a play on school colors.

School Processes & Programs Strengths

School Processes and Programs Strengths

The Literacy Committee initiated Literacy Workshops last year and implemented them with fidelity. The workshops were only implemented second semester. Our ELA I and ELA II scores led the district in all categories and all subpops.

The administration is developing campus PD to increase the use of the Workshop model in all classrooms as part of the emphasis on Tier 1 Priorities. The Literacy Committee is planning the implementation of Workshops on Rigorous Questioning Strategies for second semester.

The Royal Time Advisory are now using Character Strong curriculum to guide students and teachers through SEL lessons.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many students are reading below grade level. **Root Cause:** The lack of challenging and consistent reading after elementary school has led to reduced growth in student skills.

Problem Statement 2: Outside observers continue to report low levels of rigor, relevance, and engagement in classrooms. **Root Cause:** Teachers do not have a process to bump up the rigor of lessons and assignments

Perceptions

Perceptions Summary

In the summer of 2020, Richland High School changed its mascot from Rebels to Royals. This change was hard but accepted most by our current students. A Student Leadership Panel was created to bridge the communication divide between all students.

Perceptions Strengths

The results of our Campus Organizational Health survey showed very strong morale and autonomy amongst the staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers qualitative data indicate a greater array of non education issues inhibiting classroom performance. The data show an increased need for SEL programming to address these concerns. **Root Cause:** Students face increasing pressures from social media which contributes to increases in anxiety, bullying and suicide rates.

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
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading between the beginning and end of year.

Evaluation Data Sources: Secondary: Lexile levels from Renaissance Reading Screener

Summative Evaluation: None

Strategy 1: Build capacity to implement the district literacy plan at the campus level through a variety of administration and teacher facilitated workshops and professional developments.	
<p>Actions: a. Provide alternative methods of growth measurement: CBA, Aware data, teacher and district-provided benchmarks.</p> <p>b. Provide PG-SLO goals aligned with both campus and district literacy initiative goals.</p> <p>c. Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation.</p> <p>d. Provide timely and meaningful feedback to teachers and additional intervention training as needed.</p> <p>Staff Responsible for Monitoring: Assistant Principals Academic Dean Principal Department Chairs Literacy Committee</p>	Formative
	Nov
	Jan
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	Summative
	June
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 2: Implement the literacy plan through established priorities for system-wide literacy practices.

- Actions:** a) Use PG-SLO tasks to implement district reading and writing strategies.
- b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day.
- c) Use the PLCs to collaborate and discuss results that were successful for additional implementation as well as those that need improvement and redesign.
- d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation.

Staff Responsible for Monitoring: Assistant Principals

Academic Dean
Principal
Department Chairs
Literacy Committee

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

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Summative

June

Strategy 3: Align processes that encourage and facilitate personalized learning for students.

- Actions:** a) Utilize blended instruction in all classes to benefit online learners as well as face-to-face learners
- b) Utilize Canvas and Aware to its fullest capacity.
- c) Use of IEP, 504, and ESL accommodations to individualize instruction.
- d) RtI Tier 3 additional services are provided through reading classes and Edgenuity.
- e) Monitor, support and provide feedback to support campus implementation of personalized learning.

Staff Responsible for Monitoring: Assistant Principals
 Academic Dean
 Principal
 Department Chairs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

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Strategy 4: Develop a comprehensive plan for secondary GT and advanced students to provide opportunities for rigorous learning beyond advanced coursework.

- Actions:** a) Utilize Duke Tip List and known high achieving students, etc. to develop a base for PSAT, 8/9, and Khan Academy future National Merit contenders.
- b) Offer SAT/ACT Preparation course.
- c) Use Lexile levels to guide assignments for individualized instruction.
- d) Develop an AP course recruitment program by reaching out to students identified as potentially successful AP students by College Board with personalized and targeted teacher invitations and promotion.

Staff Responsible for Monitoring: Tracey Besgrove
Amy DeWeese
Jennifer Cruze

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


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June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

Evaluation Data Sources: STAAR, PBMAS, and CBA results

Summative Evaluation: None

Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments.	
<p>Actions: a. Align special education instructional practices to the literacy plan and Tier I priorities.</p> <p>b. Increase opportunities for collaboration between general education and special education teachers.</p> <p>c. Train all teachers on effective strategies to use with students receiving special education services.</p> <p>d. Require special education representation on LOL teams.</p> <p>e. Continue and expand the use of IXL to identify and remediate basic skills for Special Education students to accelerate growth in Math, English, and Science.</p> <hr/> <p>Staff Responsible for Monitoring: Derek Hinton</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p>
Strategy 2: Implement a collaborative process that requires general education and special education teachers to monitor student progress on a regular and consistent basis.	
<p>Actions: a. Use of Aware Monitoring lists for all Special Education students and their case managers. Fifth Period Royal Time teacher will also serve as a progress monitor and will communicate with the teacher of record.</p> <hr/> <p>Staff Responsible for Monitoring: Derek Hinton Special Education Department Chair - Denise Jones</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p>

Strategy 3: Develop and implement system-wide instructional practices appropriate for ELs.

- Actions:** a) Improve communication between new-comer program teacher and EA with sheltered teachers.
- b) Use of IXL for sheltered students in Math and ELAR.
- c) Training in SIOP and ESL Certification allowing for collaboration with district leadership on curriculum and resources.
- d) Creation of ESL files to collect and maintain data on ESL students and parental contact outside of the LPAC.
- e) Provide quality training for all instructional staff to engage and support English learners
- f) Monitor language proficiency and academic performance data to identify where additional support is needed.

Staff Responsible for Monitoring: Tracey Besgrove

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

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Strategy 4: Evaluate current RtI processes and make adjustments in order to achieve system coherency

- Actions:** a) Conduct a study to determine current campus RtI practice and implementation of the campus academic RtI plan with a strategy to assist online learners.
- b) Identify gaps in the implementation of the campus academic RtI plan.
- c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners.
- d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis.
- e) Periodically review campus RtI intervention to ensure compliance with the campus academic RtI plan.

Staff Responsible for Monitoring: Jennifer Muirhead
 Amy DeWeese
 Tracey Besgrove
 Jennifer Cruze

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
 None

ESF Levers: None

Formative

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Summative

June

Strategy 5: Continue implementation of the district and campus continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.

- Actions:** a) Aggregate walk-through data and work with department chairs to disseminate information to teachers.
- b) Use the PG-SLO process to model and demonstrate effective use of PDSA.
- c) Identify and/or generate model classrooms as a living teacher resource exemplifying effective use of the continuous improvement model and response to data.
- d) Collect evidence and artifacts from classroom walk-throughs regarding successful use of continuous improvement in improving student outcomes and PG-SLO goals.
- e) Have the ability to monitor teacher's Canvas courses for online learning.

Staff Responsible for Monitoring: Vice-Principals
Academic Dean
Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

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Strategy 6: Use the whole-child tenets to engage parents and community in the educational process.

- Actions:** a) Improved and expanded surveys of parents to assist in the educational process.
 b) Counselors visits and parent nights
 c) Employ the use of a student peer group, Hope Squad, to guide students to available resources on campuses
 d) Utilize Royal Time during 5th period to contact parents regarding grades, attendance and progress.
 e) Use of Remind and social media to improve communication with parents
 f) Work with PTSA to increase parental involvement
 g) Continue alumni programs such as distinguished alumni and Hall of Fame to increase affiliation and involvement

Staff Responsible for Monitoring: Jennifer Cruze
 Vice-Principals
 Darlene Tate
 Shelley Marshall
 Amy Strickland

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

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June



No Progress



Accomplished



Continue/Modify



Discontinue


Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a campus administered survey of student perceptions.


Evaluation Data Sources: Character Strong Lessons and Character Dares


- Number of Hope Squad referrals
- Hope & Sense of Belonging surveys
- Gallup Student Poll


Summative Evaluation: None

Strategy 1: Identify and deploy district-approved programs that teach social-emotional skills	
<p>Actions: a) Survey the students using the Hope Scale, Sense of Belonging Indicator and Gallup Student Poll to create a needs assessment of student perceptions</p> <p>b)Continue Hope Squad with curriculum focusing on peer intervention</p> <p>c) Character Strong Lessons and Curriculum throughout the school during Royal Time</p> <p>d) Attention is given to online learners and their check-in for SEL support</p> <p>Staff Responsible for Monitoring: Principal Darlene Tate Shelley Marshall All Teachers Vice-Principals</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
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	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: Student Discipline Referrals and DAEP Placements

Summative Evaluation: None

Strategy 1: Deploy the district behavioral RtI plan	
<p>Actions: a) Behavioral RtI committee including stakeholders from parents, teachers, administrators.</p> <p>b) Provide training on the district behavior RtI plan.</p> <p>c) Identify needed support systems.</p> <p>d) Provide a menu of options of Restorative Discipline systems for campus implementation.</p> <p>e) Deploy Restorative Discipline systems at Richland High School.</p> <p>Staff Responsible for Monitoring: Vice-Principals Counseling Staff</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
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	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 2: Implement the behavioral RtI plan with fidelity.

- Actions:** a) Offer a variety of options that reduces the amount of time the student is not in class.
 b) Using counseling strategies and discussing with teachers about different options they can use to keep students on task and motivated.
 c) Train campus leaders to implement the behavior RtI plan.
 d) Evaluate the implementation of the behavior RtI plan.
 e) Monitor the assignment of students to DAEP and their subsequent behavioral progress.
 f) Continued implementation of Behavioral RtI.

Staff Responsible for Monitoring: Vice-Principals
 Counseling Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance. Our goal is 96%.

Evaluation Data Sources: Attendance Data

Summative Evaluation: None

Strategy 1: Develop an implement a campus-wide program to incentivize student and staff attendance.		
<p>Actions: a) Use existing teacher and student PBIS to promote attendance through competition and rewards.</p> <p>b) Continued implementation of green attendance folders with personal contact of students with excessive absenteeism and use of behavioral RtI to reduce occurrences.</p> <p>c) Coordination with a student support specialists to work with students on an individual basis to determine root cause.</p>		Formative
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<p>Staff Responsible for Monitoring: Vice-Principals Student Support Specialist Truancy Officer</p>		Summative
		June
<p>Title I Schoolwide Elements: None</p>	<p>Problem Statements: None</p>	
<p>TEA Priorities: None</p>	<p>Funding Sources: None</p>	
<p>ESF Levers: None</p>		

Strategy 2: Develop and deploy continuous improvement processes to improve campus literacy initiative.

- Actions:** a) Use of PG-SLO tasks, data collection and collaborative discussions to foster the improvement cycle.
- b) Use of CBA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs.
- c) Administration team has created a system to collect data and reflect upon the process for safety initiative, monitoring literacy, and improving professional development. The team meets periodically to use the PDSA cycle for course correction.

Staff Responsible for Monitoring: Vice-Principals
Campus Literacy Committee
Academic Dean

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

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June



No Progress



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





Discontinue

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes on campus.

Evaluation Data Sources: End of Year Lexiles and Performance ELA EOCS

Summative Evaluation: None





Strategy 1: 1) Foster a culture of continuous improvement across the campus to improve student achievement and increase student and staff well being.	
<p>Actions: a) Using survey data, the administration will demonstrate responsive action to teacher concerns in a timely manner. The administration will utilize continuous improvement strategies and model these to the staff during professional development and lunch and learns.</p> <p>b) Utilize Character Strong to improve teacher relationships and increase morale.</p> <p>c) Utilize student's survey data to direct SEL programming through the classroom and Royal Time. Monitor Royal Time to ensure fidelity by all teachers.</p> <p>d) Utilize the PG-SLO system to create a feedback loop for teachers to monitor and assess instruction and improve student performance.</p> <p>e) Coordinate the Relay for Life to acknowledge how cancer has affected our campus</p> <p>f) Coordinate a successful United Way campaign to support a culture of giving</p> <p>Staff Responsible for Monitoring: Principal Asst Principals Department Chairs</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
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Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Survey of campus stakeholders





Summative Evaluation: None

Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.	
<p>Actions: a) Improved Safety measures that include: 225 hand-sanitizers, safety shields in the cafeteria, Cleaning after each class period</p> <p>b) Implement district provided safety resources including security guards, additional cameras, raised platform in the cafeteria, and employ multiple safety drills during the first six weeks of school.</p> <p>c) Implement the school theme of a sense of belonging with the incorporation of kindness.</p> <p>d) Utilize the Student Leadership Forum, Student Senate, and a variety of student clubs and organizations to be inclusive of all students.</p> <p>Staff Responsible for Monitoring: Principal Vice-Principals Counseling Staff All Faculty All Staff</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p>
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.

Evaluation Data Sources: Workers' compensation claims and days missed due to accidents

Summative Evaluation: None

Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment.	
<p>Actions: a) Have all staff review all Covid safety protocols and procedures.</p> <p>b) Review and update the campus accident prevention plan and related department safety plans during bi-annual safety meetings with faculty.</p> <p>c) Require staff to review district plan and related department plans through the Safe Schools platform</p> <p>d) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments: Stop the Bleed, Evacu-chairs, COVID Response Team</p> <p>e) Continue Safety Committee meetings per district plan.</p> <p>f) Review and report claim information per the district plan</p> <p>g) Perform campus/building safety walk throughs as required by district plan</p> <p>g) Teachers encouraged to be spectators rather than participants in physical competitions with students</p> <p>h) Use of district provided stools and ladders for safety compliance</p> <hr/> <p>Staff Responsible for Monitoring: Principal Vice-Principals Department Chairs</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p>
	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: College Readiness Data and Health Surveys

Summative Evaluation: None

Strategy 1: Deliver current and accurate information regarding college readiness.		
<p>Actions: a) Create and employ counseling and guidance programs which include student and parent involvement. Sessions to include: Lexiles, college admission process, financial aid, scholarships and college testing (TSI).</p> <p>b) Create and disseminate information comparing and contrasting Advanced Placement with Dual-credit courses to help students and parents make informed decisions for college preparedness.</p> <p>c) Offer college night with an interactive board of experts to answer questions and share information with students and parents. Possibel variation could be panel discussion via Zoom</p> <p>Staff Responsible for Monitoring: Counselors Academic Dean</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>		Formative
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		June
	Problem Statements: None	
	Funding Sources: None	

Strategy 2: Develop and maintain a campus-wide coordinated health program.

Actions: a) Social Emotional learning with staff and students utilizing Character Strong lessons focused on a sense of belonging. Utilize survey data to monitor progress.

b) Provide SEL support for all learners, especially online learners.

c) Implement a peer-selected and trained peer Hope Squad to serve as intermediaries and directors to available resources.

Staff Responsible for Monitoring: Principal

Crisis Counselor

Nurses

Hope Squad Teacher

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

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Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Addendums