

**Academy Independent School District
Academy High School
2023-2024 Improvement Plan**



Board Approval Date: October 25, 2023
Public Presentation Date: October 25, 2023

Mission Statement

Academy Independent School District will foster a positive culture that motivates students to learn the behaviors, skills, and knowledge necessary for academic, professional, and social success in a global society. AISD will encourage the entire school community to take full ownership of all that encompasses Bee Pride.

Vision

Inspiring students to Love learning, Excel in All We Do, Achieve goals through collaboration, and Do What is Right.

LEAD!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Academy High School is a 9th through 12th grade campus that serves approximately 540 students from diverse backgrounds in the rural community of Academy, Texas. AHS believes in the power of student connectedness among staff and students as well as the community. The Campus Improvement Plan was created with input from the AHS Site Based Decision Making (SBDM) committee, campus staff, campus administration, and district administration. The CIP is available for review in the front office of AHS. It is also available on the campus website in both English and Spanish.

Student Information:

Academy High School’s enrollment in 2021-2022 was 485 students. Below is a breakdown of student enrollment, student ethnicity, and special programs at Academy High School.

Academy High School Student Enrollment					
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	Current School Year
9 th Grade	122 students	127 students	138 students	139 students	152 students
10 th Grade	108 students	128 students	122 students	128 students	143 students
11 th Grade	114 students	109 students	117 students	109 students	131 students
12 th Grade	111 students	123 students	108 students	125 students	114 students

Academy High School Student Ethnicity's			
Ethnicity	2019-2020	2020-2021	2021-2022
African American	5.6%	7%	9.9%
Hispanic	22.3%	21.6%	18.8%
Caucasian	66.9%	66.1%	67.4%
Other	4.6%	4.3%	4.1%

Academy High School Special Populations			
<i>Special Populations</i>	<i>2019-2020</i>	<i>2020-21</i>	<i>2021-22</i>
Emergent Bilingual	5.2%	4.3%	5.7%
At Risk	26.6%	22.6%	38.8%
Eco. Disadvantaged	41.2%	28.3%	29.1%
GT	7.2%	6.6%	7.4%
SPED	9.6%	11.9%	10.5%

Staff Information:

Academy High School Teacher Experience			
	<i>2019-2020</i>	<i>2020-21</i>	<i>2021-22</i>
Beginning	0%	2.6%	14.6%
1-5 years	45.2%	33.9%	31.6%
6-10 years	8.7%	26.2%	19.9%
11-20 years	22.8%	16.5%	12.5%
Over 20 years	23.3%	20.8%	21.5%

Academy High School Teacher Populations			
<i>Ethnicity</i>	<i>2019-2020</i>	<i>2020-21</i>	<i>2021-22</i>
African American	0%	0%	4.8%
Hispanic	5.1%	4.1%	2.4%
Caucasian	94.9%	95.9%	92.8%
Other	0%	0%	0%

In 2021-22, Academy High School had 42 teachers. More than half of the teachers had taught for more than 10 years. 36.5% of the staff had less than five years experience. The average number of students per teacher was 11.8.

Demographics Strengths

Starting to see more diversity in staff and student demographics.

Dropout percentage for 2020-2021 was lower than the state average.

Academy High School had a graduation rate of 95.5% which was 5.5 percent above the state average in 2021.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 28 percent of the graduating seniors did not graduate with a CCMR credit. **Root Cause:** Students who failed to obtain a point were not counseled regarding TSI scores, TSI retesting, nor was remediation provided for students needing to re take industry based certifications outside of the normal class day.

Problem Statement 2: EOC Algebra I Scores remained the same from last year, and remain below 80% in the approaches range. **Root Cause:** Breaks in learning during COVID created gaps that continue to linger. Systemic processes that skew the total grade level of testers data percentages.

Student Learning

Student Learning Summary

Academy High School is focused on providing every student with a rigorous and relevant education that aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centered instruction.

Multiple programs are provided to students for college credit. Students may take AP courses beginning their freshman year as well as dual sophomore credit courses throughout the core content. Additionally, students may apply to attend the Temple Bio-Institute. Currently, almost all students attend the CTE courses throughout the day where they may obtain certification in various fields.

Assistance is provided to all students throughout the school day in: academic labs for credit recovery; tutoring before, during, and after school; and EOC tutoring pull-out programs.

STAAR EOC	2023	2022	2021	2019
English I	Approaches 81% Meets 63% Masters 16%	Approaches 81% Meets 62% Masters 12%	Approaches 70% Meets 51% Masters 12%	Approaches 72% Meets 52% Masters 10%
English II	Approaches 91% Meets 71% Masters 16%	Approaches 81% Meets 66% Masters 10%	Approaches 86% Meets 74% Masters 15%	Approaches 76% Meets 59% Masters 10%
Algebra I	Approaches 67% Meets 14% Masters 1%	Approaches 67% Meets 17% Masters 4%	Approaches 48% Meets 7% Masters 0%	Approaches 78% Meets 29% Masters 13%
Biology	Approaches 91% Meets 49% Masters 11%	Approaches 93% Meets 67% Masters 16%	Approaches 86% Meets 57% Masters 19%	Approaches 92% Meets 59% Masters 11%

STAAR EOC	2023	2022	2021	2019
US History	Approaches 96% Meets 45% Masters 27%	Approaches 94% Meets 71% Masters 38%	Approaches 90% Meets 62% Masters 34%	Approaches 91% Meets 73% Masters 39%

72% of the graduating class of 2023 were considered to be College Career Military Ready. (CCMR)

51% of the graduating class of 2022 were considered to be College Career Military Ready. (CCMR)

50.9% of the graduating class of 2021 were considered to be College Career Military Ready. (CCMR)

38.3% of the graduating class of 2020 were considered to be College Career Military Ready. (CCMR)

2019 CCMR data by subpopulation results are as follows:

African American 40% Hispanic 50% White 53.4% SPED 20% Economically Disadvantaged 29.6

2020 CCMR data by subpopulation results are as follows:

African American *NA Hispanic 31.8% White 43.2% SPED 66.7% Economically Disadvantaged 13.8%

2021 CCMR data by subpopulation results are as follows:

African American 44%, Hispanic 44%, White 57%, SPED 69%, Economically Disadvantaged 47%

Student Learning Strengths

In 2023 STAAR EOC English 1 scores increased in the areas of Meets Standards by 1% and Masters Standards by 4%.

In 2023 STAAR EOC English 2 scores showed a 10% increase in Approaches Standards, 5% increase in Meets Standards, and 6% in Masters Standards.

In 2023 STAAR EOC US History showed an increase of 2% in Approaches Standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: EOC Algebra I Scores remained the same from last year, and remain below 80% in the approaches range. **Root Cause:** Breaks in learning during COVID created gaps that continue to linger. Systemic processes that skew the total grade level of testers data percentages.

School Processes & Programs

School Processes & Programs Summary

Instruction

Our gifted and talented students participate in enrichment project-based learning through our TCA period that meets periodically throughout the year.

Academy High School is a one-to-one campus in which each student is provided a Chromebook for classroom instruction that is allowed to go home with the students. Our classrooms each have projectors.

Interventions for students who do not master TEKS during units are provided to students during small group tutoring and Edgenuity online courses. RTI students are identified through committee meetings by reviewing data from STAAR EOC tests, district universal screeners, and common unit assessments. Intervention is provided to students during the TCA class period along with tutoring before and after school.

Personnel

Vacant jobs are posted online at the district website and candidates submit applications through the online database, TalentEd Hire. Academy High School has established working relationships with the neighboring college the University of Mary Hardin-Baylor and actively recruits highly qualified graduates for vacancies. The high school administration is dedicated to continuous improvement of staff morale, meeting the needs of teachers, and removing obstacles that interfere with instruction.

Professional Learning Communities (PLCs) are utilized to provide collaboration during the evaluation of curriculum, creation of lessons and unit mapping, and analysis of student data to create data-driven decisions.

Academy High School has two counselors. The counselors provide all students with information concerning graduation requirements. The counselors provide students with testing information for college preparation along with helping students search for colleges and careers. The counselors aid students in applying for college, financial aid, and scholarships.

Discipline

There were 162 discipline incidents recorded in the school year 2022-2023.

Campus Development

Teachers are provided professional development through campus meetings and PLCs, region 12 classes, and can submit requests for content or instructional relevant and research-based offerings.

Academy ISD has graduation plans to serve the post-secondary needs of all students. As students create four-year plans of study, they should carefully select courses to provide for multiple education or career-related options after high school. It is important for students to create a rigorous four-year plan while maintaining a healthy balance of extra-curricular and/or part-time work opportunities. In addition, students in Academy ISD are strongly encouraged to complete a Program of Study.

A 22-credit Foundation High School Plan without an endorsement can be considered at the beginning of the junior year. However, this requires a meeting with a counselor, parent/guardian, and student to discuss post-secondary implications. Campus principal approval is required.

AHS PROGRAMS OF STUDY COURSE SEQUENCES

Program of Study	First/Second Course Second/Third Third/Fourth Course Course	Fourth/Fifth Course
STEM ENDORSEMENT		
Advanced Math (Physics must be a Science credit)	Algebra 1 Geometry Algebra 2	2 credits from: Pre Calculus, AP Calculus AB or Dual Credit Math
Advanced Science	Biology Chemistry Physics	2 credits from: AP Physics I, Anatomy & Physiology, Astronomy, Adv. Animal Science, Pathophysiology
BUSINESS & INDUSTRY ENDORSEMENT		
Ag- Plant Science	Principles of Ag Floral Design* Adv Floral Design*	Practicum of AG (2 pd)
Ag- Animal Science Ag-Ag Mechanics Hospitality & Tourism Audio/Video Technology	Principles of Ag Livestock Production Vet Med Principles of Ag Ag Mechanics & Metal Structures* Introduction to Culinary Culinary Arts (2 pd) Adv Culinary Arts*(2pd) Arts Principles of Arts & Audio/Visual Audio/Visual Video Production 1 Production 2	Adv Animal Science* Ag Equipment (2 pd) Career Prep Practicum of Audio/Video Production (2 periods)

Program of Study	First/Second Course Second/Third Third/Fourth Course Course	Fourth/Fifth Course
Business Business Information Management 1 Business Information Management 2 Business Management Business Practicum PUBLIC SERVICE		
Health Sciences	Health Science Theory Pharmacology Medical Terminology DC* OR A&P and/or Medical Terminology Pathophysiology	Practicum- Health Science CCMA* CET* CPT* PHARM TECH*
ARTS & HUMANITIES		
Theater	Theater 1 Theater 2 Theater 3	Theater 4
Theater Production	Theater Prod 1 Theater Prod 2 Theater Prod 3	Theater Prod 4
Art	Art 1 Art 2 Art 3	Art 4–Drawing Art 4–Painting
Choir	Choir 1 Choir 2 Choir 3	Choir 4
Band	Band 1 Band 2 Band 3	Band 4
MULTIDISCIPLINARY		

Program of Study	First/Second Course Second/Third Third/Fourth Course Course	Fourth/Fifth Course
Multidisciplinary (Option 1) Four credits in each of the core areas (Option 2) 4 AP Courses	English I, Algebra I, English II, Geometry, English III or English III AP, Biology I, Chemistry, Algebra II or 3rd math World Geography World History course, Physics or 3rd science course, US History or AP US History	English IV or English IV AP, 4th math course, 4th science course, Government/Economics, 4th social studies course (if needed)

Academy High School has multiple areas for student engagement beyond the classroom. The following is a list of extra curricular opportunities for AHS students:

- AHS Ambassadors
- Athletics
- Band
- Cheer Leading
- Class Officers
- Color Guard
- FCCLA
- FFA
- Gifted and Talented
- HOSA
- National Honor Society
- One Act Play
- Robotics
- Student Council
- Thespian Society
- UIL

Academy High School partners closely with the parent volunteer group, Busy Bees. Members of the Busy Bees volunteer their time and services to the school including staff and student resources, helping to boost morale, and volunteering as tutors.

The Site Based Decision Making committee meets quarterly to discuss and review campus information. The committee is comprised of teachers, community members, business members, campus administration, district personnel, and parents.

Teachers volunteer on multiple committees to serve the needs of Academy High School. The following committees exist at Academy High School:

National Honor Society

Scholarship

Discipline

Attendance

Awards Assembly

Project Celebration

Prom

School Processes & Programs Strengths

Academy HS had 4 Athletic District Champion Teams in the '22-23 school year.

- Girls Basketball, Team Tennis, Spring Tennis Boys, Spring Tennis Girls.

Academy HS Team Tennis advanced to the State Tournament in 2023.

Academy HS Spring Tennis had 6 athletes advance to the State Tournament in 2023.

Academy HS Boys Track and field had a 4x200 relay team advance to state (Regional Champions) in 2023.

Academy HS had a student place 8th in UIL State Spelling Competition.

Academy HS had a student place 2nd in the UIL State Poetry Competition.

FFA Talent Team advanced to State and competed at the State Convention Talent Competition.

Academy HS Power lifting had a Boys State champion in the State Power lifting Meet.

Academy HS Powerlifting had 5 boys advance to the State Powerlifting Meet.

Academy HS One Act Play advanced to the Regional Competition in 2023.

Academy HS Boys Basketball team advanced to the 2nd round of playoffs in 2023.

Academy HS Girls Basketball team advanced to the 2nd round of playoffs in 2023

Academy HS Baseball team advanced to the 3rd Round of playoffs in 2023.

Academy HS Softball team advanced to the 3rd Round of playoffs in 2023.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: EOC Algebra I Scores remained the same from last year, and remain below 80% in the approaches range. **Root Cause:** Breaks in learning during COVID created gaps that continue to linger. Systemic processes that skew the total grade level of testers data percentages

Problem Statement 2: 28 percent of the graduating seniors did not graduate with a CCMR credit. **Root Cause:** Students who failed to obtain a point were not counseled regarding TSI scores, TSI retesting, nor was remediation provided for students needing to re take industry based certifications outside of the normal class day.

Perceptions

Perceptions Summary

Emails are sent to parents through Black Board Connect communicating information about sports, clubs, activities, testing, and other issues that affect students. Daily announcements over the intercom are conducted during TCA period and the school uses multiple social media locations, Remind 101, Clever, and/or Google Classroom to keep parents informed of campus activities and information by grade level. There is consistent representation and feedback from the community and parents on the SBDM.

We encourage club and organization participation in community-service projects such as revitalization of city parks, hosting the HOSA Blood Drive, preparing meals with local organizations such as Ronald McDonald House and Feed my Sheep, toy drive for McLane's Children's Hospital, along with volunteering time at the Ronald McDonald House. Our campus invites all feeder schools to multiple pep rallies and hosted a district wide pep rally this fall.

Academy High School has implemented a web restriction subscription with Securley to monitor student activity online and assist teachers with technology based classroom management. In addition, E-Hall Pass is utilized to monitor and restrict hall traffic to reduce instructional time lost in the hallways.

Our number one focus is to love and meet all students right where they are in order to provide support for each student to become successful. We will encourage all students to bring their best each day. Our staff believes that as we do, so will others, and has been tasked with the exact same mission.

Our district wide mission is to Take Care of Academy (TCA). Our campus has implemented character building programs such as Character Strong, Hard Work Pays Off, and Best is the Standard to motivate students and staff to have a high standard of work ethic in the classroom and extracurricular activities.

Perceptions Strengths

Our campus is strongly connected to community organizations and citizens. The culinary class hosts senior luncheons each year. Venues for games and performances are filled each year with parents and community members. Graduation has moved to the Bell County Expo Center to accommodate the amount of people in attendance supporting our scholars.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 28 percent of the graduating seniors did not graduate with a CCMR credit. **Root Cause:** Students who failed to obtain a point were not counseled regarding TSI scores, TSI retesting, nor was remediation provided for students needing to re take industry based certifications outside of the normal class day.

Problem Statement 2: EOC Algebra I Scores remained the same from last year, and remain below 80% in the approaches range. **Root Cause:** Breaks in learning during COVID created gaps that continue to linger. Systemic processes that skew the total grade level of testers data percentages.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) 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
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





Goals

Goal 1: Goal 1: Academy High School will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: All students and each accountability group will meet or exceed 80% passing rates for each test taken.

Evaluation Data Sources: STAAR results, Common Unit Assessments, and Universal Screener data will show that all students and each accountability group exceeded 80% passing rate for all assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Content area teachers will meet to unit map all core areas for the instructional school year.</p> <p>Strategy's Expected Result/Impact: Increase in teacher knowledge to best plan rigorous lessons which raise student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum and Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will assess and monitor student data using Eduphoria, or similar platforms. Teachers will then collaborate with team members to discuss instructional ways to intervene and meet all students' instructional needs. Teachers will focus on particular subpopulations that may be at risk.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on STAAR, CUAs, and Universal Screeners within each subpopulation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in professional development focused on John Hattie's instructional effect sizes.</p> <p>Strategy's Expected Result/Impact: Teachers' capacity for effective instructional strategies will increase and transfer into the development of learning tasks for students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide student interventions through a robust RTI system and additional human capital to reduce intervention groups to a maximum of 10 students.</p> <p>Strategy's Expected Result/Impact: 75% of students will meet the approaches level on the EOC STAAR test.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Goal 1: Academy High School will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: 100 % of all high school seniors graduating without the need for remediation and achieving either (1) industry accepted certificate upon completion of CTE pathway aligned with a living wage job; or (2) enrolling in post-secondary education; or (3) enrolling in the military.

High Priority

HB3 Goal





Evaluation Data Sources: TAPR report and internal tracking

Strategy 1 Details	Reviews			
<p>Strategy 1: AHS will evaluate CTE learners' performance in the federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high-wage occupations, the program of study offered within the LEA, improving equity and access, and recruitment, retention and training of CTE teachers.</p> <p>Strategy's Expected Result/Impact: Increase student participation and learning in CTE classes and evaluate the need to increase the number of CTE teachers in relation to the increase in number of CTE students.</p> <p>Staff Responsible for Monitoring: District/Campus Administration AHS CTE Teacher AHS Counselors CTE Coordinator Campus CTE Advisory Board</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Goal 2: AISD community and parents will become full partners in educational improvement efforts. The district will maintain open lines of communication with all stakeholders.

Performance Objective 1: The participation and support of parents and community members will increase during a variety of opportunities, including volunteers, freshmen orientation, Open House, parent conferences, and special programs/presentations, as well as encouraging parents to utilize the parent portal to monitor student activity.





Evaluation Data Sources: Sign-in sheets will show increased participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Distribute a culture of both students and staff to identify strengths and areas of needed improvement throughout the campus.</p> <p>Strategy's Expected Result/Impact: Effective feedback to adjust and improve areas of weakness as outlined by the style.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal 3: Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

Performance Objective 1: Discipline referrals and incidents of violence will be reduced by 10%.

Evaluation Data Sources: There is a reduction in both incidents noted and discipline referrals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each grade level will participate in beginning of the year orientation to establish guidelines and boundaries for campus student conduct expectations.</p> <p>Strategy's Expected Result/Impact: Decrease in student office referrals</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				