Hempstead Independent School District

Hempstead Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

Generated by Plan4Learning.com
September 02, 2026 at 06:04 PM

Table of Contents

Goal 1 : Third Future Schools (TFS) will provide the tools and resources to support ... 3

Goal 2 : TFS will consistently recruit, develop, and retain a diverse and highly qualif... 14

Goal 3 : TFS will prioritize effective communication to build lasting relationships wit... 18

Goal 1

Third Future Schools (TFS) will provide the tools and resources to support effective teaching and learning that foster communication, engagement, and critical thinking.

Performance Objective 1

☑ **High Priority**

In the 2026-2027 school year, 80% of the students in grades K-2 will demonstrate typical or above typical growth in DIBELS, and/or be at Benchmark at the end of the year.

Evaluation Data Source: DIBELS assessment data

Strategy 1

Teachers will implement Amplify Core Knowledge Language Arts (CKLA) curriculum in grades K-2.

Strategy's Expected Result/Impact: Narrow student achievement gaps

Staff Responsible for Monitoring: Campus Leaders

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 2

K-2 teachers will implement the data driven literacy program, mClass, during an hour block of intervention daily.

Strategy's Expected Result/Impact: Narrowing of student achievement gaps

Staff Responsible for Monitoring: Campus Leadership

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Instruction in Tier I is not consistently differentiated to address varying student readiness levels, particularly for students identified as Emergent Bilingual, High Focus or in historically underperforming student groups. As seen by the campus identification of Targeted Support and Improvement.	Teachers bring diverse preparation and experiences to the classroom and need ongoing coaching, collaborative planning, lesson rehearsal, and feedback to consistently differentiate tier 1 instruction based on student readiness.

Performance Objective 2 ☑ High Priority

In the 2026-2027 school year, Hempstead students will grow at 1.7 times the average U.S. growth in Reading, Math, and Science, as measured by the NWEA MAP assessment, using the mean RIT score for grades 2-5.

Evaluation Data Source: Narrowing of student achievement gaps

Strategy 1

Third Future Schools (TFS) will provide TEKS-aligned Curriculum Maps and daily lessons that include learning objectives aligned with the Curriculum Maps, LSAE instructional activities with differentiation, multiple-response strategies (MRS), and demonstration-of-learning (DOL) assessments. Multiple response strategies are embedded throughout the lessons, requiring students to listen, read, write, and discuss at approximately 4-minute intervals.

Strategy's Expected Result/Impact: Narrowing of student acheivement gaps

Staff Responsible for Monitoring: TFS Curriculum Developers

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 2

Teachers will implement the TFS-Ready Characteristics daily. These characteristics ensure that high-leverage practices are utilized while delivering instruction

Strategy's Expected Result/Impact: Narrowing student achievement gaps

Staff Responsible for Monitoring: Campus Leaders

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-Risk Students: 45.63% of students are identified as at-risk, and 6.52% have an intervention indicator, demonstrating a significant need for coordinated academic support.	Academic interventions and progress-monitoring practices are not implemented consistently across the campus, resulting in students' needs not always being identified and addressed early enough.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Instruction in Tier I is not consistently differentiated to address varying student readiness levels, particularly for students identified as Emergent Bilingual, High Focus or in historically underperforming student groups. As seen by the campus identification of Targeted Support and Improvement.	Teachers bring diverse preparation and experiences to the classroom and need ongoing coaching, collaborative planning, lesson rehearsal, and feedback to consistently differentiate tier 1 instruction based on student readiness.
2	Based on the 2026 STAAR assessment results, Hempstead Elementary earned a 55% Approaches Grade Level, 31% Meets Grade Level, and 12 % Masters Grade Level. These results contributed to a scaled score of 59, resulting in an F rating for Domain I: Student Achievement.	Teachers need ongoing coaching in effective instructional delivery and data analysis to ensure students continue to maximize their learning and continue to move forward in the the Approaches, Meets, and Masters levels of performance.

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, Hempstead Elementary will increase its overall Texas A-F accountability rating from 71 to above 80.

Evaluation Data Source: DOL, Interim, and STAAR Data

Strategy 1

Teachers will implement the TFS LSAE Model daily across all core content areas. The model has two instructional periods per subject each day. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. How the student performs on the DOL determines which differentiated assignment they receive during the 2nd instructional period. The students identified as "L" or "S1" learners remain with the teacher for a more targeted reteach lesson/assignment. The "S2" and "A" students move to a team room to complete an assignment designed to deepen their understanding of the content learned. Learning coaches are assigned to the team room to provide support to the "S2" and "A" students. Hempstead Elementary will receive a proficient or higher score on the LSAE learning rubric assessed in December 2026 and May 2027.

Strategy's Expected Result/Impact: Narrowing student achievement gaps

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 2

All students in grades 3-5 will participate in STAAR Interim Assessments during the fall and spring assessment windows. Teachers, campus leaders, and instructional support staff will use interim assessment data to monitor student progress, identify standards-based gaps, analyze movement across Approaches, Meets, and Masters performance levels, and adjust instruction based on student needs.

Strategy's Expected Result/Impact: Students will make progress from Fall to Spring

Staff Responsible for Monitoring: Campus Leaders and Teachers

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 3

Campus leaders will provide a master schedule that will include daily time for lesson planning and bi-weekly for data analysis in a PLC setting. Data from the daily DOL assessments will be analyzed to pinpoint student misconceptions and to inform planning for future lessons. Data collected from the spot observations will be analyzed to inform quality of instruction. Data from the mid-year STAAR Interim assessment will be analyzed to ensure that reteach, intervention, acceleration, and LSAE support are aligned to student performance trends.

Strategy's Expected Result/Impact: Narrowing of student achievement gaps

Staff Responsible for Monitoring: Campus Leaders

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 4

Campus leaders will define/facilitate/model and support a consistent process for teachers, individually and in PLCs, to utilize as they analyze data, identify trends in student misconceptions, and create plans to provide differentiated instruction, which includes reteaching.

Strategy's Expected Result/Impact: PLCs running effectively and efficiently

Staff Responsible for Monitoring: Campus Leaders

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-Risk Students: 45.63% of students are identified as at-risk, and 6.52% have an intervention indicator, demonstrating a significant need for coordinated academic support.	Academic interventions and progress-monitoring practices are not implemented consistently across the campus, resulting in students' needs not always being identified and addressed early enough.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Instruction in Tier I is not consistently differentiated to address varying student readiness levels, particularly for students identified as Emergent Bilingual, High Focus or in historically underperforming student groups. As seen by the campus identification of Targeted Support and Improvement.	Teachers bring diverse preparation and experiences to the classroom and need ongoing coaching, collaborative planning, lesson rehearsal, and feedback to consistently differentiate tier 1 instruction based on student readiness.
2	Based on the 2026 STAAR assessment results, Hempstead Elementary earned a 55% Approaches Grade Level, 31% Meets Grade Level, and 12 % Masters Grade Level. These results contributed to a scaled score of 59, resulting in an F rating for Domain I: Student Achievement.	Teachers need ongoing coaching in effective instructional delivery and data analysis to ensure students continue to maximize their learning and continue to move forward in the the Approaches, Meets, and Masters levels of performance.

Performance Objective 4 ☑ High Priority

55% of the 2-5 grade students will be above the 50th percentile in reading, math, and science as measured by the NWEA MAP assessments

Evaluation Data Source: NWEA MAP assessment data

Strategy 1

Students will attend Art of Thinking (AOT) classes daily, focusing on "how to think" and the competencies needed to succeed in the 2035 workplace and society. TFS will continue to adapt the AOT curriculum in response to evolving workforce demands, community interests, and societal changes.

Strategy's Expected Result/Impact: Students will be well rounded and ready for the demands of the 2035 workplace and society

Staff Responsible for Monitoring: Campus Leaders

Problem Statements: Demographics 1 - Student Learning 2

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 2

The campus will utilize the learning platform Wayground with the Secure 2 (S2) and Advanced (A) students during the LSAE 2nd instructional period in the team room. This will allow the students to work on their individual STAAR aligned assignments and at the same time the learning coaches receive timely student performance data along with misconceptions quickly, so students get the targeted academic support needed to move them forward to the next STAAR proficiency level, meets or masters. Teachers and learning coaches have access to the data to make real-time decisions in the team-center and in the classroom during direct instruction.

Strategy's Expected Result/Impact: The meets and master's percentages will increase

Staff Responsible for Monitoring: Campus Leaders

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-Risk Students: 45.63% of students are identified as at-risk, and 6.52% have an intervention indicator, demonstrating a significant need for coordinated academic support.	Academic interventions and progress-monitoring practices are not implemented consistently across the campus, resulting in students' needs not always being identified and addressed early enough.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Instruction in Tier I is not consistently differentiated to address varying student readiness levels, particularly for students identified as Emergent Bilingual, High Focus or in historically underperforming student groups. As seen by the campus identification of Targeted Support and Improvement.	Teachers bring diverse preparation and experiences to the classroom and need ongoing coaching, collaborative planning, lesson rehearsal, and feedback to consistently differentiate tier 1 instruction based on student readiness.
2	Based on the 2026 STAAR assessment results, Hempstead Elementary earned a 55% Approaches Grade Level, 31% Meets Grade Level, and 12 % Masters Grade Level. These results contributed to a scaled score of 59, resulting in an F rating for Domain I: Student Achievement.	Teachers need ongoing coaching in effective instructional delivery and data analysis to ensure students continue to maximize their learning and continue to move forward in the the Approaches, Meets, and Masters levels of performance.

Performance Objective 5 ☑ High Priority

By the end of the 2026-2027 school year, there will be an increase in the percentage of Emergent Bilingual (EB) students making sufficient progress in achieving English language proficiency as measured by TELPAS.

Evaluation Data Source: TELPAS data

Strategy 1

The campus will improve English language proficiency for Emergent Bilingual students through consistent language-rich instruction, purposeful differentiation, progress monitoring, and targeted intervention. Teachers will provide frequent opportunities for students to listen, speak, read, and write across content areas while using student performance data to adjust instruction and provide additional support.

Strategy's Expected Result/Impact: Increase in the percent of EB students making sufficient progress

Staff Responsible for Monitoring: Campus Teachers and Leaders

Problem Statements: Demographics 1 - Student Learning 1, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 2

Campus leaders will monitor EB student progress throughout the year, review TELPAS domain performance, and ensure instructional strategies address identified language-development needs. The TFS EB Supports Checklist will be utilized to document and provide feedback/next steps on the progress EB students are making on accessing rigorous grade-level instruction, active engagement, demonstration of understanding, and receiving responsive support based on evidence of learning. This aligns with the Network Action Plan's emphasis on measurable English Learner growth and high-quality differentiated instruction.

Strategy's Expected Result/Impact: Documentation on the TFS EB Supports Checklist

Staff Responsible for Monitoring: Campus Instructional Leaders

Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-Risk Students: 45.63% of students are identified as at-risk, and 6.52% have an intervention indicator, demonstrating a significant need for coordinated academic support.	Academic interventions and progress-monitoring practices are not implemented consistently across the campus, resulting in students' needs not always being identified and addressed early enough.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Instruction in Tier I is not consistently differentiated to address varying student readiness levels, particularly for students identified as Emergent Bilingual, High Focus or in historically underperforming student groups. As seen by the campus identification of Targeted Support and Improvement.	Teachers bring diverse preparation and experiences to the classroom and need ongoing coaching, collaborative planning, lesson rehearsal, and feedback to consistently differentiate tier 1 instruction based on student readiness.
3	In Domain III - Component 3: Progress in Achieving English Language Proficiency with EB students, the campus earned zero points.	The campus needs a process to monitor and provide feedback on the progress EB students are making toward moving up one or more English Language Proficiency Levels.

Goal 2

TFS will consistently recruit, develop, and retain a diverse and highly qualified staff committed to personal and professional growth, focusing on student success.

Performance Objective 1

☑ **High Priority**

65% of teachers will be proficient or higher in delivering high-quality instruction, as measured by that section of the teacher evaluation rubric, in December 2026; that percentage will increase to 75% in May 2027.

Evaluation Data Source: Teacher Evaluation Rubric Data

Strategy 1

Campus instructional leaders will increase teacher instructional capacity through weekly on-the-spot observations that include targeted coaching and actionable feedback. The Spot Observation Form, created by TFS, will document the identified action steps.

Strategy's Expected Result/Impact: An increase in teacher instructional capacity

Staff Responsible for Monitoring: Campus Instructional Leaders

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 2

Campus Leaders will provide teachers with upfront training and ongoing coaching on the following: TFS-Ready Characteristics, LSAE Model, TFS Spot Observation Expectations, and the effective use of Multiple Response Strategies. This will ensure that classroom instruction incorporates high-leverage practices that maximize learning for ALL students across content areas. The training and coaching will occur during Summer PD days and continue (monthly) throughout the school year.

Strategy's Expected Result/Impact: Increase teacher instructional delivery capacity

Staff Responsible for Monitoring: TFS and Campus Admin

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Instruction in Tier I is not consistently differentiated to address varying student readiness levels, particularly for students identified as Emergent Bilingual, High Focus or in historically underperforming student groups. As seen by the campus identification of Targeted Support and Improvement.	Teachers bring diverse preparation and experiences to the classroom and need ongoing coaching, collaborative planning, lesson rehearsal, and feedback to consistently differentiate tier 1 instruction based on student readiness.
2	Based on the 2026 STAAR assessment results, Hempstead Elementary earned a 55% Approaches Grade Level, 31% Meets Grade Level, and 12 % Masters Grade Level. These results contributed to a scaled score of 59, resulting in an F rating for Domain I: Student Achievement.	Teachers need ongoing coaching in effective instructional delivery and data analysis to ensure students continue to maximize their learning and continue to move forward in the the Approaches, Meets, and Masters levels of performance.

Performance Objective 2 ☑ High Priority

Recruit and retain a high percentage of qualified/exceptional staff committed to providing an excellent education for our students.

Evaluation Data Source: Distinguished Teacher Process

Strategy 1

TFS will deploy marketing materials via the website that present the school as an attractive workplace and define the characteristics of a high-quality teacher candidate.

Strategy's Expected Result/Impact: Increase the quality of the teaching staff

Staff Responsible for Monitoring: TFS and Campus Admin

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 2

TFS will offer high salaries to attract effective teachers and implement the Distinguished Teacher Evaluation process to retain them. After completing the review process, a teacher who qualifies receives an incentive amount equal to their effectiveness rating percentage multiplied by their teacher base salary for the current year.

Strategy's Expected Result/Impact: Retain high-quality teachers

Staff Responsible for Monitoring: TFS and Campus Admin

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 3

Hire teacher apprentices who will develop their instructional practice through a structured, on-the-job training model that blends classroom responsibility with ongoing coaching and professional development. The teacher apprentices will work under the guidance of experienced educators and gradually take on more instructional duties, including supporting lesson delivery, working with small groups of students, assisting with classroom management, and learning how to use student performance data to inform instruction within a mastery-based learning environment.

Strategy's Expected Result/Impact: The teacher apprentices will become highly qualified and hired as teachers on the campus.

Staff Responsible for Monitoring: Campus Admin

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Hempstead ISD's current recruitment process has not produced a sufficient pool of qualified candidates for high-need teaching positions, resulting in continued vacancies at Hempstead Elementary.	The district's applicant pool does not consistently align with the certification areas of greatest need, and current recruitment strategies have not generated enough appropriately certified candidates for some high-need teaching positions.

Goal 3 TFS will prioritize effective communication to build lasting relationships with families and the community.

Performance Objective 1 ☑ High Priority

Hempstead Elementary will maintain proactive, consistent, and personalized communication with families regarding student academic progress, attendance, behavior, campus activities, and opportunities for engagement.

Evaluation Data Source: Parent Communication Documentation

Strategy 1

Families will be encouraged to participate in conferences, campus events, academic activities, and decision-making opportunities. TFS communication guidance emphasizes proactive communication, clear ownership, consistent follow-through, and monitoring family engagement.

Effectiveness and participation will be tracked through: parent attendance at campus events and family engagement activities; parent-teacher conference participation, summaries, and notes; documented parent phone calls and follow-up contacts; participation in CIT and other campus committees; communication-system analytics such as Rooms, including message delivery, views, responses, and engagement; and periodic review of participation trends to determine which communication methods are most effective.

Strategy's Expected Result/Impact: Streamlining communication with parents and community

Staff Responsible for Monitoring: TFS and Campus Staff

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Strategy 2

TFS will engage with community members and groups to provide student experiences through the Dyad elective model. This model expands learning beyond traditional core courses by connecting students with community members, professionals, organizations, and specialized learning experiences aligned to student interests. DYAD opportunities support student engagement while developing Year 2035 competencies such as communication, critical thinking, problem-solving, collaboration, and exposure to real-world experiences. The model reinforces the TFS principle that the school, community, and family provide students with required

experiences, not just specific courses, and that learning can occur anywhere and anytime.

Strategy's Expected Result/Impact: Students will understand that they can learn anytime and anywhere

Staff Responsible for Monitoring: Campus Admin and Community Members

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	May	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The campus provides multiple family engagement opportunities; however, stakeholder feedback and participation data are not consistently evaluated to measure effectiveness and inform improvement efforts.	Consistent processes for collecting and analyzing family engagement feedback have not been established.

Performance Objective 2

Clearly and consistently communicate with internal and external stakeholders.

Evaluation Data Source: Data/Analytics from Website, Social Media Channels, Number of News Articles Written and Shared with Local Media, Internal/External Survey

Strategy 1

The Campus Improvement Team will serve as a collaborative decision-making body responsible for reviewing campus performance, identifying needs, monitoring improvement strategies, and providing input on the implementation and evaluation of the Campus Improvement Plan. Membership should include the principal, teacher leaders, and parents, to ensure multiple perspectives inform campus improvement efforts.

Key CIT responsibilities include reviewing academic, attendance, behavior, and engagement data; identifying campus strengths and priority areas for improvement; recommending strategies, resources, and interventions; reviewing progress toward campus goals and performance measures; monitoring the effectiveness of Campus Improvement Plan strategies; providing stakeholder feedback and recommendations; and documenting meetings, decisions,

progress, and necessary adjustments.

Strategy's Expected Result/Impact: Clearer lines of communication with internal and external stakeholders

Staff Responsible for Monitoring: Campus Leaders

Problem Statements: Perceptions 1

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	February	May	June

Strategy 2

An annual teacher survey will be used to monitor teacher perceptions of communication, the effectiveness of school initiatives, and their understanding of campus priorities. TFS and the campus leadership will review teacher feedback and use the results to make adjustments to school initiatives as needed.

Strategy's Expected Result/Impact: Data from end of year survey

Staff Responsible for Monitoring: TFS and Campus Leaders

Problem Statements: Perceptions 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	February	May	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The campus provides multiple family engagement opportunities; however, stakeholder feedback and participation data are not consistently evaluated to measure effectiveness and inform improvement efforts.	Consistent processes for collecting and analyzing family engagement feedback have not been established.

2	The campus has limited data regarding teacher perceptions of communication effectiveness and understanding of school initiatives.	The district has not established consistent measures for collecting and analyzing stakeholder perception data related to communication.