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| Leverett’s Chapel Elementary  **C:\Users\nsaxton\Downloads\599210683291b.image.jpg** |
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| Campus Improvement Plan  2019-2020  **Accountability Rating: B** |

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**Legal References**

* Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)
* Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

**Mission Statement**

It is the mission of the Leverett’s Chapel Elementary School to provide a safe, nurturing and positive child-centered learning environment that meets the needs of each unique learner, building on every student’s strengths and providing opportunities for success. This will be accomplished in a manner that promotes responsible citizenship in American society.

# **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

**THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

**GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

**GOAL 2**: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

**GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.

**GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

**THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

**OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.

**OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.

**OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.

**OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and

national heritage and who can understand and productively function in a free enterprise society.

**OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.

**OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.

**OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using

those techniques as appropriate to improve student learning.

**OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff

development, and administration.

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| 1  Recruit, support, retain teachers & principals | 2  Build a foundation of reading and math | 3  Connect high school to career and college | 4  Improve low-performing schools |

**TEA COMMISSIONER’S STRATEGIC PRIORITIES:**

**SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT**

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the DIP or CIP, TEA is expecting to see evidence of the following activities in your plans:

**School Parent & Family Engagement Policy [ESSA Sec. 1116(b)]:**

* Annual Title I Meeting
* Flexible number of meetings
* Meaning fully involve parents in planning, review, improvement of programs, including Parent Policy
* Provide Parents:
  + Timely notification about Title I programs
  + Description and explanation of curriculum and assessments used
  + Upon request, opportunities for regular meetings to participate in decisions related to child
  + Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

**School-Parent Compact [ESSA Sec. 1116(d)]**

* Describe school’s responsibilities to provide effective learning environment
* Describe ways in which parents will be responsible for supporting student learning
* Address importance of communication
  + Parent Teacher conferences in elementary (annually, at minimum)
  + Frequent reports to parents regarding student’s progress
  + Reasonable access to staff, volunteer opportunities and observation of classroom activities
  + Ensure two-way, meaningful communication in language family understands (as practicable)

**Build Capacity for Involvement [ESSA Sec. 1116(e)]**

* Provide assistance in understanding academic standards and assessment and how to monitor child’s progress
* Provide materials and training to help parents work with children to improve achievement
* Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
* Coordinate/integrate parent involvement programs, as feasible
* Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
* Provide other reasonable support for parental involvement activities

**Accessibility [ESSA Sec. 1116(f)]**

* Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

**State Compensatory Education**

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.

2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.

3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).

4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument

5. Is pregnant or is a parent

6. Has been placed in an AEP during the preceding or current school year

7. Has been expelled during the preceding or current school year

8. Is currently on parole, probation, deferred prosecution, or other conditional release

9. Was previously reported through PEIMS to have dropped out of school

10. Is a student of limited English proficiency

11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS

12. Is homeless

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

**State Compensatory Education**

This district has written policies and procedures to identify the following:

* Students who are at-risk of dropping out of school under state criteria
* Students who are at-risk of dropping out of school under local criteria
* How students are entered into the SCE program
* How students are exited from the SCE program
* The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this Campus: 1.92

The process we use to identify students at-risk is: Leverett’s Chapel I.S.D. uses the State of Texas Student Eligibility Criteria for identifying students who are at-risk.

The process we use to exit students from the SCE program who no longer qualify is: Leverett’s Chapel I.S.D. exits students from the SCE program who no longer qualify or meet one of the 13 requirement criteria used for identifying students who are at-risk. Many students are exited by meeting the 110% rule on STAAR Tests, ESL students who meet the criteria and are exited from the program by the LPAC committee or students who are no longer in custody or care of DPRS.

**State Compensatory Education**

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| **STAAR** | **Math** | | | **Reading/ELA** | | | | **Writing** | | | **Science** | | |
| 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | | 2018 | 2019 | 2017 | 2018 | 2019 |
| **Students At-Risk** | 58 | 54 | 61 | 68 | 40 | 70 | 38 | | 38 | 38 | 36 | 63 | 42 |
| **Students Not**  **At-Risk** | 95 | 88 | 96 | 95 | 79 | 96 | 100 | | 79 | 100 | 83 | 100 | 85 |

**The comprehensive, intensive, accelerated instruction program at this district** consists of after school tutorials for students at-risk, an additional a reading, math and writing lab for students, and before school and after school tutorials for students who are failing or at-risk of failing a class.

**Upon evaluation of the effectiveness of this program the committee finds that** the labs are effective, after school tutorials are beneficial for the students who are able to attend (some have transportation issues), and the before school tutorials are effective for kids who attend (some are eating breakfast) because this keeps them caught up.

**Federal, State and Local Funding Sources**

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| **Federal** | |
| **Program/Funding Source** | **Amount of Funding** |
| Title Funds | 67,453 |
| REAP | 22,268 |
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| **State** | |
| **Program/Funding Source** | **Amount of Funding** |
| State Compensatory Education | 407,484 |
| Other | 2,715,431 |
| EMAT | 41,349 |
| **Local** | |
| **Program/Funding Source** | **Amount of Funding** |
| Local Funds | 346,906 |
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| **Goal 1: Academic Achievement Goal –** *All students will attain maximum student achievement through relevant and rigorous instructional programs.*  **Objective 1:**  Increase the percentage of students achieving meets or above to 47% in Reading by end of school year 2020.  **Summative Assessment:** 47% or more students will achieve meets in Reading. | | | | | | | |
| **Activity/Strategy** | **TEA Priority #** | **Title I** | **Person(s)**  **Responsible** | **Timeline** | **Resources**  **(*Local funds, State, SCE, Title)*** | **Evidence of Implementation** | **Evidence of Impact** |
| RTI will be utilized for interventions for students whose needs are not being met through Tier 1 instruction. | 2  4 | 1,3,9 | Teachers,  Principals | August - May | State /SCE | RTI documentation. | Reading assessments improve. |
| Continue with the Accelerated Reader program to increase reading comprehension and fluency levels. | 2  4 | 2,10 | Teachers,  Principals,  Library | August – May | State /SCE | AR Reports. | State assessment results. |
| Monitor and evaluate strategies to promote continuous growth in EL and SPED populations. | 2  4 | 1,3,9 | Teachers,  Principals | August - May | State/SCE | Data monitoring. | Improvement in EL and SPED populations. |
| Analyze and disaggregate reading data for weekly assessments, unit assessments, benchmarks, and STAAR assessments to determine individual student needs and develop individualized reading goals. | 2  4 | 1,2,8,9 | Teachers,  Principals | October – May | State | Data meetings, tutorials. | State assessment scores, six week grades, benchmark scores, student tutorial list. |
| Create an environment of increased accountability for all staff: Lesson plans reflecting implementation of aligned curriculum, Administrator walk-through, & feedback provided. | 2  4 | 1,3,8,9 | Teachers,  Principals | Each six weeks | State | Master schedule, RtI Meetings, disaggregated data. | Improved performance on state and local assessments. |
| Review benchmark data and other cumulative assessments to determine Domain achievement and growth (mastery at Approaches, Meets, Masters). | 2  4 | 1,2,8 | Principals,  Teachers | November  January  March | State | Benchmark assessments. | Improvement in state assessment scores. |
| Use current benchmark data in 3rd-5th grades to identify focus TEKS to target during Reading interventions. | 2  4 | 1,3,9 | Teachers,  Principals | November  January  March | State/SCE | DMAC data from benchmarks. | Improved performance on state and local assessments, six weeks grades. |
| Continuously monitor student progress to provide for the academic needs of all students, to identify students who may be at risk, and provide additional instruction, and adjust instruction time. | 2  4 | 1,3,8,9 | Teachers,  Principals | August - May | State/SCE | Benchmark, TELPAS, reading assessments, TPRI, CIRCLE, and STAAR. | State assessment scores, six week grades, benchmark scores, tutorial list. |

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| **Goal 1: Academic Achievement Goal –** *All students will attain maximum student achievement through relevant and rigorous instructional programs.*  **Objective 2:**  Increase STAAR writing percentages at approaches or above from 50% to 70% by May 2020.  **Summative Assessment:** At least70% of students will pass the STAAR Writing assessment. | | | | | | | |
| **Activity/Strategy** | **TEA Priority #** | **Title I** | **Person(s)**  **Responsible** | **Timeline** | **Resources**  **(*Local funds, State, SCE, Title)*** | **Evidence of Implementation** | **Evidence of Impact** |
| Utilize strategies to meet the unique instructional needs of all student groups such as: ELL, SpEd, Economically disadvantaged, at at-risk. | 2  4 | 1,2,10 | Teachers,  Principal | August –  May | State /SCE |  | State assessment improvement. |
| Use disaggregated writing data for weekly assessments, unit assessments, benchmarks, and STAAR assessments to determine individual student needs and develop individualized writing goals. | 2  4 | 1,2,8 | Teachers,  Principals | October – May | State | Data meetings, tutorials. | Improved writing scores on the state assessment. |
| Provide Professional development for teachers supporting ELL’s. | 2  4 | 1,4 | Teachers,  Principals | August - July | State /SCE | Benchmark assessments, TELPAS, individual reading assessments, TPRI, CIRCLE, STAAR | State assessment scores, six week grades, benchmark scores, student tutorial list. |
| Implement TEKS Resource System as a formative assessment. | 2  4 | 7,8,9 | Teachers,  Principals | October – May | State | Data from TEKS Resource System | Improvement on state assessment – specific TEKS will be targeted. |
| Use current benchmark data in 3rd-5th grades to identify focus TEKS to target during writing interventions. | 2  4 | 1,3,9 | Teachers,  Principals | November  January  March | State /SCE | DMAC data from benchmarks. | Improved performance on state and local assessments, six weeks grades. |
| Develop tiered groups based on domain mastery at Approaches, Meets, Masters to provide small group instruction. | 2  4 | 9,10 | Teachers,  Principals,  Testing Coordinator | November  January  February  March | State/SCE | Tutorials or intervention schedule and roster. | State assessment results, six weeks grades. |

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| **Goal 1: Academic Achievement Goal –** *All students will attain maximum student achievement through relevant and rigorous instructional programs.*  **Objective 3:** Increase the percentage of students in Math achieving meets or above to 47% by end of school year 2020.  **Summative Assessment:** A minimum of 47% of students will achieve meets in Math. | | | | | | | |
| **Activity/Strategy** | **TEA Priority #** | **Title I** | **Person(s)**  **Responsible** | **Timeline** | **Resources**  **(*Local funds, State, SCE, Title)*** | **Evidence of Implementation** | **Evidence of Impact** |
| Utilize disaggregated math data from weekly common assessments, unit assessments, benchmarks, and STAAR assessments to determine individual student needs and develop individualized math goals for those below 80% mastery on content objectives. | 2  4 | 1,2,8 | Teachers,  Principals | October – May | State | Data meetings, tutorials. | Analyze and disaggregate math data for weekly common assessments, unit assessments, benchmarks, and STAAR assessments to determine individual student needs and develop individualized math goals. |
| Review data from benchmarks to determine mastery in approaches, meets, and masters. Target interventions based upon needs. | 2  4 | 1,2,8 | Teachers,  Principals | November  January  March | State/SCE | Tutorial schedule. | State assessment results. |
| Assess the academic need of each subpopulation, design targeted interventions in math instruction to address the gap. | 2  4 | 1,3 | Teachers,  Principals | January – May | State/SCE | Tutorial schedule, sign-in. | State assessment results. |
| Students not achieving mastery will receive remediation with students at similar levels. Remediation will be provided at a low teacher to student ratio. Students achieving mastery on the content objectives will be given extension activities. | 2  4 | 8,9 | Teachers,  Principals | November – May | State/SCE | Remediation schedule, sign-in. | State assessment results. |
| Purchase and utilize supplemental core content area materials to accelerate the curriculum and learning for all students during class and interventions. | 2 | 2,9 | Teachers,  Principals,  Testing Coordinator | November  January  February  March | State /SCE | Tutorials or intervention schedule and roster. | Improved performance on content-specific aligned assessment and STAAR. |
| Improve learning for all while closing the achievement gaps between demographic subgroups. | 2  4 | 2,8 | Principals,  Teachers | August – May | State | Walk-Through Feedback;  Observations. | Achievement gaps decrease. |

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| **Goal 2: *Staff Quality Goal:*** *100% of core academic classes will be taught by certified teachers, and 100% of effective teachers will be maintained.*  **Objective 1:**  100% of core academic classes will be taught by certified teachers.  **Objective 2:**  Teacher retention will remain above state average during the 2020 school year.  **Summative Assessment:** All core classes will be taught by certified teachers and the retention rate will be above state average at the end of the year. | | | | | | | |
| **Activity/Strategy** | **TEA**  **Priority #** | **Title I** | **Person(s)**  **Responsible** | **Timeline** | **Resources**  **(*Local funds, State, SCE, Title)*** | **Evidence of Implementation** | **Evidence of Impact** |
| Inexperienced teachers (0-1 years) will be assigned a mentor for support for their first two years. | 1 | 1,4 | Principals,  Teachers | Each six weeks | State | Mentor records of meetings. | Successful beginning teachers and teacher retention. |
| Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. | 1 | 1,3 | Principals ,  Superintendent | August - May | State | PEIMS data  HR records. | Low income and minority students are taught by certified teachers. |
| Provide teachers with tools for effective planning and instruction, data analysis, and student interventions. | 1  2  4 | 1,4 | Principals,  Teachers | August – May | State | DMAC, TEKS Resource System, RtI data. | Six weeks grades, state assessment scores. |
| Implement professional development aligned to the needs identified in data analysis. | 1  2 | 1,4 | Principals,  Teachers | November  January  March | State | Professional development records. | Successful analysis of data. |
| Continue the STAAR Bonus Program for teachers. | 1 | 5 | Superintendent,  Business Manager,  Principal | May | State/Local | Clearly outlined bonus program. | STAAR Results. |
| Provide teachers with observation feedback. | 1 | 5 | Principal | August – May | State | Walk-through schedule, feedback notes. | Teacher retention, evaluation. |

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| **Goal 3: *School Climate/Safe & Healthy School Goal*** *– Leverett’s Chapel Elementary will provide a safe, orderly school climate conducive to learning.*  **Objective 1:**  Reduce student discipline referrals by 1% during the 2019-2020 school year.  **Objective 2:**  Ensure the facilities are safe and protected for students and staff.  **Summative Assessment:** Discipline referrals will decrease and the school will provide a safe learning environment. | | | | | | | |
| **Activity/Strategy** | **TEA**  **Priority #** | **Title I** | **Person(s)**  **Responsible** | **Timeline** | **Resources**  **(*Local funds, State, SCE, Title)*** | **Evidence of Implementation** | **Evidence of Impact** |
| Implement a discipline management plan that provides for prevention and education concerning unwanted physical and verbal aggression, sexual harassment, and other forms of bullying. |  | 1,2 | Principal,  Teachers | Daily | State | Discipline reports | Discipline and incident reports by staff. |
| Continue STAR Student program each six weeks to promote good behavior and good character. |  | 3,9 | Principal,  Teacher | Each 6 weeks | Local | Star Student records. | Improved behavior. |
| School personnel will reward and recognize good behavior. |  | 3,9 | Teachers,  Staff | Each 6 weeks | Local | Record of recognition. | Improved behavior. |
| Celebrate Red Ribbon Week to educate students on the dangers of drugs and tobacco use. |  | 1,2,9,  10 | Principal,  Teachers | October | Local | Staff and student involvement. |  |
| Adult monitoring activities: hallways, cafeteria, parking lot, courtyard. |  | 1,2,9,  10 | Principal,  Teachers, | Monthly | Local | Decreased accidents or discipline reports. | Discipline and incident reports by staff. |
| Implement the district crisis management plan including: suicide prevention, violence prevention, conflict resolution, bullying intervention.  Implement procedures for emergency situations: fire drill, lockdown, tornado drills. |  | 1,6,9 | Principal,  Superintendent | Daily | Local | Schedule of safety drills. | Safe environment. |
| Maintain all security cameras and ensure they are working at all times. |  | 1,2,9,  10 | Principals,  Tech dept. | Daily | State/Local | Log of camera activity. | Decreased discipline reports/accidents. |
| Visitors will report to the front office to have their license scanned to approval to be admitted into the building. |  | 1, 4, 6 | All Staff | Daily | Local | Safety Audit. | Improvements on Safety Audit. |
| Students will participate in Fitnessgram and other required health and safety training and students will receive their required 135 weekly minutes of moderate to vigorous physical education. |  | 1 | Principal,  PE teachers | 2nd semester | State | Fitnessgram data. | Safe/healthy environment. |

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| **Goal 4: *Parent/Community Engagement Goal –*** *Maintain a school climate that fosters family and community engagement.*  **Objective 1:** Improve communication and involvement between school and community, which will increase parent/community involvement in the student’s education and activities.  **Summative Assessment:** Increased parent and community involvement. | | | | | | | |
| **Activity/Strategy** | **TEA**  **Priority #** | **Title I** | **Person(s)**  **Responsible** | **Timeline** | **Resources**  **(*Local funds, State, SCE, Title)*** | **Evidence of Implementation** | **Evidence of Impact** |
| Provide opportunities to increase parent/community involvement:  Meet the teacher, Fall Fest, Cinco de Mayo, Grandparents Day, Award Assemblies  Field Day, Band Concerts, Thanksgiving lunch.  Principal, Teachers, and Staff will send home notes of praise. Parents are encouraged to eat lunch with students |  | 1,6 | Principal,  Teachers,  Staff | August – May | Local | Participation, sign-in sheets. | Increased parental involvement. |
| The school will communicate frequently with parents and the community using a variety of digital communications: Facebook, Remind, Phone call out, email, school webpage, and marquee. |  | 1,2,6,7 | Principal,  Teachers,  Staff | Weekly | Local | Communication log. | Increased parental involvement. |
| Provide opportunities for parents or community members to volunteer.  Parents promote involvement in specific periods or activities in the classroom. |  | 1,5,6 | Principal,  Teachers,  Staff | August – May | Local | Attendance, sign-in sheets. | Increased parental involvement. |
| Provide parents a copy of the Parent/School compact (in a language that can be understood) at enrollment and Parent Involvement Policies via the handbook. |  | 6 | Secretary | August | Local | Signed Compact Signed Handbook receipt. | Increased parent involvement in school activities. |
| Send all communication about upcoming in events home to students in both English and Spanish |  | 1,6 | Principal,  Secretary | Ongoing | Local | Messages sent home. | Increased involvement. |
| Provide state assessment results in a language parents/guardians can understand. | 2 | 6 | Principal | 10 days after receipt of reports | State | Copy of reports. | Parents receive reports. |

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| **Goal 5: *College & Career/Graduation/Dropout Reduction Goal –*** *Leverett’s Chapel Elementary supports LCISD’s goal that all students will graduate from high school.*  **Objective 1:** Attain an attendance rate above 97%.  **Summative Assessment:** Attendance rate will be above 97%. | | | | | | | |
| **Activity/Strategy** | **TEA**  **Priority #** | **Title I** | **Person(s)**  **Responsible** | **Timeline** | **Resources**  **(*Local funds, State, SCE, Title)*** | **Evidence of Implementation** | **Evidence of Impact** |
| Use incentives to improve attendance. | 3 | 1 | Principal  Secretary | Every three weeks | Local | Daily Attendance Report 3-week Attendance Report 6-week Attendance Report Increased number of students with perfect attendance each six weeks. | Daily Attendance Report 3-week Attendance Report 6-week Attendance Report Increased number of students with perfect attendance each six weeks. |
| Educate parents and students about tardies and attendance laws. | 3 | 1 | Principal  Secretary | August  January | Local | Handbook  Welcome Back Packet Attendance Letters Daily Attendance Report. | Reduced number of students having to make up time each six weeks. |
| Continue posting attendance daily and grades weekly in Gradebook for parents to monitor. | 3 | 1 | Principal  Secretary | Daily | Local | Attendance Report. | Attendance Report Increased parent awareness of their child’s attendance and grades. |