

Campus Improvement Plan



Carl Briscoe Bentley Elementary

2020-2021

Distinction Designations:

Post- Secondary Readiness

Academic Achievement in Mathematics

Bentley Elementary Campus Improvement Plan Summary Sheet

<p>Goal 1: By June 2021, 85% of Bentley Elementary Staff and Parents will rate the overall campus quality as Outstanding resulting in an A rating as measured by the Staff Climate Survey.</p>	<p>Strategy 1: Build and maintain a school wide culture in which all staff and students are treated with respect resulting in strong, healthy relationship with all campus stakeholders.</p>										
	<p>Strategy 2: Establish a shared vision for collaboration, high expectations, and commitment to improve school wide academic performance.</p>										
	<p>Strategy 3: Create and maintain systems to ensure efficient and timely communication of information throughout the school community, both internal communication for staff and external communication for families.</p>										
<p>Goal 2: By May 2021, 76% of Kindergarten through Second Grade students will be reading on or above grade level as measured by End of Year Guided Reading Assessment (GRA).</p> <p>Bentley GRA 2nd 9 Weeks for K-2</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 15%;">Below GL</th> <th style="width: 15%;">On Grade Level</th> <th style="width: 15%;">Above GL</th> <th style="width: 15%;">% On/Above</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>34.62%</td> <td>40.77%</td> <td>24.62%</td> <td>65.39%</td> </tr> </tbody> </table>	Grade	Below GL	On Grade Level	Above GL	% On/Above	Kinder	34.62%	40.77%	24.62%	65.39%	<p>Strategy 1: Campus will provide Professional Development in Balanced Literacy.</p>
	Grade	Below GL	On Grade Level	Above GL	% On/Above						
	Kinder	34.62%	40.77%	24.62%	65.39%						
	<p>Strategy 2: Campus will increase students' access to leveled reading resources/books.</p>										
<p>Strategy 3: Increase parent awareness of grade level reading expectations and how to support a reader.</p>											
	<p>Strategy 4: K-2 teachers will observe colleagues regularly to increase teacher capacity.</p>										

1st	24.39%	26.02%	49.59%	75.61%	Strategy 5: Implement teacher survey Read A Loud Book to identify areas of individual professional growth with classroom libraries.
2nd	33.87%	14.52%	51.61%	66.13%	

<p>Goal 3: By May 2021, Third, Fourth, and Fifth grade students scoring Masters will increase by 7% or greater in Reading, Math, and Science as measured by the 2021 STAAR assessment. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 79% to 92% by June 2024. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 79% to 92% by June 2024.</p> <p>Third Grade Math – 43% to 50% Third Grade Reading – 47% to 54% Fourth Grade Math – 51% to 58%</p> <p>Fourth Grade Reading – 32% to 39% Fifth Grade Math – 45% to 52% Fifth Grade Reading – 45% to 52% Fifth Grade Science – 30% to 37%</p>	Strategy 1: Provide professional development on Lead4ward “Think It Up” and “Apply It” strategies.
	Strategy 2: Use data from multiple sources to plan differentiated small group instruction for learners in the Masters category.
	Strategy 3: Develop and provide enrichment activities to increase students’ critical thinking skills.
	Strategy 4: Students will utilize individual goal setting tracking charts to measure progress on major assessments.
	Strategy 5: Monitor EL and Special Education failure rate at the third and ninth week of instruction.
<p>Goal 4: By May 2021, there will be a 10% decrease of bullying incidents as measured by the Student and Parent Climate Survey.</p>	Strategy 1: Student will participate in LCISD’s social-emotional program, Character Counts.
	Strategy 2: Counselor will create and facilitate social groups of students in the areas of friendship, anxiety, and overall whole child well-being.
	Strategy 3: Campus will implement Ron Clark’s Essential 55 rules.

Comprehensive Needs Assessment

Data Sources Reviewed

STAAR Data	Lead4ward Reports	i-ready Data
GRA 2019	Eduphoria Data	Attendance Data
K-12 Campus Climate Results from 2019-2020	K-12 Student Survey	Discipline Data
TELPAS 2019	EOY Campus Character Counts Survey	
K-12 Parent Survey (Community Climate Survey)	Closing the Gaps	

Academic Achievement Gaps Data for Reading and Math

Closing the Gaps Student Groups Yearly Targets for Reading

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	50%	58%	63%	**	67%	**	75%	23%	52%	**	59%	60%	63%
2021	53%	61%	66%	**	70%	**	78%	26%	55%	**	62%	63%	66%
2022	57%	65%	70%	**	74%	**	82%	30%	59%	**	66%	67%	70%
2023	60%	68%	73%	**	77%	**	85%	33%	62%	**	69%	70%	73%
2024	63%	71%	76%	**	80%	**	88%	36%	65%	**	72%	73%	76%

Closing the Gaps Student Groups Yearly Targets for Math

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	75%	75%	80%	**	89%	**	88%	62%	61%	**	76%	83%	70%
2021	78%	78%	83%	**	92%	**	91%	65%	64%	**	79%	86%	73%
2022	82%	82%	87%	**	96%	**	95%	69%	68%	**	83%	90%	77%
2023	85%	85%	90%	**	99%	**	98%	72%	71%	**	86%	93%	80%
2024	88%	88%	93%	**	99%	**	99%	75%	74%	**	89%	96%	83%

Teaching and Learning

Identified Problems

Proposed Strategies

Student Achievement

Quartile 3 for Growth Measure on STAAR	Continue to implement consistent, research-based strategies at all grade levels to improve and strengthen core instruction in each content area.
39% of Kinder students below grade level on DRA	Balanced Literacy including Next Steps to Guided Reading will be implemented in all K-2 classrooms.
47% of 2 nd grade students below grade level on DRA	Balanced Literacy including Next Steps to Guided Reading will be implemented in all K-2 classrooms.

At-Risk Student Services / Drop-Out Prevention

Growth of at-risk students: English Language Learners (ELLs)	Monitor at-risk students, ELLs, special education students, educationally and economically disadvantaged students to ensure growth on district and state assessments.
Growth of at-risk students: Special education students	
Growth of at-risk students: Economically Disadvantaged students	
Growth of at-risk students: Educationally disadvantaged students	

College, Career, and Military Readiness

Economically Disadvantage students scoring at the approaches, meets, and masters level on STAAR tests	Continue to implement consistent, researched based strategies at all grade levels to improve and strengthen Tier 1 instruction for each subject area.
Closely monitor our At-Risk students to ensure they progress on state and district assessments such as TPRI, GRA, beginning of the year assessments, and STAAR.	Utilize and discuss grade-level student data tracking sheets during PLC meetings to address student achievement gaps across all content areas.

School Culture, Climate, and Leadership Effectiveness

Identified Problems

Proposed Strategies

38% of staff scored Bentley below an A on the staff climate survey.	Provide opportunities for staff to build relationships to foster effective collaboration and communication.
32% of parents indicated on the parent climate survey that bullying is a problem at the school.	Implement LCISD's social-emotional learning program, Character Counts with monthly guidance lessons. Focus on the Ron Clark Essential 55.

Teacher Quality and Retention

Identified Problems

Proposed Strategies

6% of staff indicated on the staff climate survey they were unsure of principal expectations.	The principal will send out a weekly communication informing staff of pertinent campus information.
23% of staff indicated on the staff climate survey the principal did not resolve concerns.	The principal will hold regularly scheduled PLC meetings, Team Leader meetings, and Faculty meetings.

Community and Student Engagement

Identified Problems

Proposed Strategies

28% of parents indicated on the parent climate survey the principal did not resolve concerns.	The principal will send bimonthly electronic newsletter called Bentley Blast to all parents. The principal will return phone calls and emails within a 24-hour time period.
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15% of parents indicated on the parent climate survey that the campus does not keep them informed of after school activities, campus programs and other events.	The campus will create opportunities for family events virtually and face to face for programs such as, RCA House Slide Day, STEM Night and Veteran's Day.
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Goal 1

Goal Statement: By June 2021, 85% of Bentley Elementary Staff will rate the overall campus quality as Outstanding resulting in an A rating as measured by the staff climate survey.	CNA Focus Area(s): School Climate and Culture
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Strategy 1: Build and maintain a school wide culture in which all staff and students are treated with respect resulting in strong, healthy relationship with all campus stakeholders.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Staff will create campus norms for positive interactions among staff.		Bentley Staff	Beginning of Year Staff Development	No funds needed	Staff responses will reflect a 10% increase regarding feeling respected and supported on Staff Climate Survey. COMPLETED
Sunshine Squad (Social Committee) will plan and implement quarterly campus social events/activities.		Social Committee	October 2020 December 2020 January 2021 March 2021 May 2021	No funds needed	Staff responses will reflect a 5% increase in collaboration on Staff Climate Survey. IN PROGRESS

Staff will recognize and nominate peers for spotlight "Teacher of the Month"		Bentley Staff	August 2020 - May 2021	Local funds	Staff responses will reflect a 10% increase regarding feeling respected and supported on Staff Climate Survey. IN PROGRESS
Staff will implement Ron Clark Academy "House System"		Ron Clark Committee	August 2020 - May 2021	Funded by Bentley PTA	Staff responses will reflect a 10% increase in high expectations for students on Staff Climate Survey. COMPLETED
Administration and CORE Team will write positive affirmations for all staff members.		CORE	August 2020 – May 2021	No funds needed	Staff responses will reflect a 10% increase regarding feeling respected and supported by administration on Staff Climate Survey. IN PROGRESS *All staff have received 2

Strategy 2: Establish a shared vision for collaboration, high expectations, and commitment to improve school wide academic performance.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Grade level teams will meet bi-monthly for PLC meetings focusing on data to drive instruction.		Administration and CORE Teachers	Bi-monthly August 2020-May 2021	No funds needed	Bentley students will increase by 7% in the Masters category in Reading and Math according to STAAR 2021. IN PROGRESS 9/10, 9/24, 10/8, 11/2, 12/10, 1/14, 1/28, 2/11, 2/25, 3/11
Grade Level Teams will meet weekly with campus coaches to collaborate and plan quality Tier 1 instruction using LCISD best practices for virtual and face to face students.		Teachers Math Coach Literacy Coach ESL Coach	Weekly August 2020-2021	No funds needed	Lesson plans will reflect strategies implemented and be reflected in walk-throughs. IN PROGRESS *Every Monday
RCA committee will plan and implement house parties for		Teachers from each RCA House – Friendship,	October 2020 January 2021	No funds needed	Staff responses will reflect a 7%

Bentley students each 9-weeks for virtual and face to face students.		Compassion, Integrity, and Determination	March 2021 May 2021		increase regarding the variety of activities at this school keeping students engaged in learning as indicated on the Staff Climate Survey. IN PROGRESS *10/30, 2/5
Administration will meet with virtual teachers once every 9 weeks to plan and collaborate regarding the improvement of Tier 1 instruction.		Administration and Core Teachers	September 2020 October 2020	No funds needed	Teaching strategies discussed in the virtual collaboration meetings will be evident in teacher canvas pages and virtual walk-throughs. COMPLETED

Strategy 3: Create and maintain systems to ensure efficient and timely communication of information throughout the school community, both internal communication for staff and external communication for families.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Administration will communicate campus news using Friday Focus newsletter.		Administration	Weekly August 2020-May 2021	Local funds	Staff responses will reflect a 7% increase regarding administration expectations on the Staff Climate Survey. IN PROGRESS

					*Every Friday
Campus will send a bi-monthly parent newsletter highlighting campus activities, events, and successes.		Literacy Coach/Principal	Bimonthly August 2020-May 2021	No funds needed	95% of parents will agree or strongly agree that they are informed about what their child is learning in school as indicated on the Parent Climate Survey. IN PROGRESS
Grade levels will communicate weekly on social media highlighting activities and events.		Teachers	August 2020- May 2021	No funds needed	95% of parents will agree or strongly agree that they are informed about what their child is learning in school as indicated on the Parent Climate Survey. IN PROGRESS
Each grade level will create and manage a grade level newsletter in Canvas to communicate with parents weekly for face to face and virtual students.		Teachers	Weekly August 2020-May 2021	No funds needed	95% of parents will agree or strongly agree that they are informed about what their child is learning in school as indicated on the Parent Climate Survey. IN PROGRESS *Every Thursday
Librarian will maintain campus website.		Librarian	August 2020-May 2021	No funds needed	Parents will reflect a 7% increase in being informed about activities, workshops, and

					other events as indicated on the Parent Climate Survey. IN PROGRESS
Staff will be encouraged to write notes of affirmation to one another during staff meetings.		Staff	August 2020-May 2021	No funds needed	Staff responses will reflect a 10% increase regarding feeling respected and supported by colleagues on Staff Climate Survey. IN PROGRESS

Goal 2

<p>Goal Statement: By May 2021, 76% of Kindergarten through Third Grade students will be reading on or above grade level as measured by End of Year Guided Reading Assessment (GRA).</p>	<p>CNA Focus Area(s): Student Achievement Bentley GRA 2nd 9 Weeks for K-2</p>				
	Grade	Below GL	On Grade Level	Above GL	% On/Above
	Kinder	34.62%	40.77%	24.62%	65.39%
	1st	24.39%	26.02%	49.59%	75.61%
	2nd	33.87%	14.52%	51.61%	66.13%

Strategy 1: Campus will provide focused Professional Development sessions targeting Balanced Literacy.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Provide professional development in Next Steps Guided Reading instruction and how to administer GRA and Running Record assessments for virtual and face to face students.		Contracted Guided Reading Facilitator and Literacy Coach	Quarterly August 2020-May 2021	Local funds	Lesson plans will reflect NSGR strategies implemented during small group instruction. COMPLETED
Part time tutor will be employed to provide targeted intervention for at-risk students virtually and face to face.		Principal Tutor	November 2020-June 2021	State Comp Ed - \$5922	Results from district assessments GRA and 9-week report cards will be reviewed. REMOVED: Unable to utilize tutor
K-3 teachers will observe colleagues during guided reading groups to increase teacher capacity.		Literacy Coach Teachers	August 2020- June 2021	No funds needed	Teachers will complete an observation rubric to reflect upon areas

					of growth for their own instruction. IN PROGRESS
K-3 teachers will participate in Region 4 Reading Academics Cohort, as part of House Bill 3 over the next 3 years.		K-3 Teachers	August 2020- June 2021	No funds needed	All artifacts turned in and grades posted by Region 4. IN PROGRESS

Strategy 2: Campus will increase students' access to leveled reading resources/books.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Develop a Read-At-Home (RAH) library to increase the number of students that have access to leveled texts in the Literacy Library.		Jill Nehls-Principal Librarian Literacy Coach	August 2020- May 2021	State Comp Ed - \$4935	Book Retriever report of student usage and Destiny report from beginning of year inventory compared to the end of year inventory. COMPLETED
Increase number of books in classroom libraries and access to digital literacy resources.		Teachers	August 2020- May 2021	Local funds- \$3000	Utilization of best practices checklist during walk-throughs. COMPLETED 2/8/20

Strategy 3: Increase parent awareness of grade level reading expectations and how to support readers.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will communicate student reading progress each 9-weeks through GRA assessment reports.		Teacher	October 2020 January 2021 March 2021 May 2021	No funds needed	At the end of each 9-week grading period, parents will receive a GRA report notification. IN PROGRESS
Campus will create an on-line parent informational newsletter focusing on early learning strategies for virtual and face to face students.		Jill Nehls-Principal Literacy Coach	October 2020 January 2021	No funds needed	76% of Kindergarten through Third Grade students will be reading on or above grade level as measured by End of Year Guided Reading Assessment (GRA).
The Literacy Coach will provide “parent tips” in the campus newsletters focusing on supporting early readers with suggested resources for virtual and face to face students.		Literacy Coach	Monthly	No funds needed	Increase in GRA reading levels and student reading engagement

Goal 3

<p>Goal Statement: By May 2021, Third, Fourth, and Fifth grade students scoring Masters will increase by 7% or greater in Reading, Math, and Science as measured by the 2021 STAAR assessment. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 79% to 92% by June 2024. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 79% to 92% by June 2024.</p> <p>Third Grade Math – 43% to 50% Third Grade Reading – 47% to 54% Fourth Grade Math – 51% to 58%</p> <p>Fourth Grade Reading – 32% to 39% Fifth Grade Math – 45% to 52% Fifth Grade Reading – 45% to 52% Fifth Grade Science – 30% to 37%</p>	<p>CNA Focus Area(s): Student Growth/Progress Measure</p>
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Strategy 1: Provide professional development on Lead4ward “Learn It” and “Apply It” strategies.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Coaches will facilitate teacher implementation of Lead4ward instructional strategies to engage student learning.		Math Coach Literacy Coach Teachers	August 2020- May 2021	No funds needed	Lesson plans will reflect instructional strategies implemented and be reflected in walk-throughs, observations, and data. IN PROGRESS

Coaches will facilitate teacher implementation of Lead4ward engaging experiences to demonstrate evidence of learning.		Math Coach Literacy Coach Teachers	August 2020- May 2021	No funds needed	Lesson plans will reflect instructional strategies implemented and be reflected in walk-throughs, observations, and data. IN PROGRESS
During planning, teachers will utilize the Lead4ward resources such as the Field Guide, Instructional Playlist, and Teacher Learning Reports		Math Coach Literacy Coach Teachers	August 2020- May 2021	No funds needed	Lesson plans will reflect instructional strategies implemented and be reflected in walk-throughs, observations, and data. IN PROGRESS

Strategy 2: Use data from multiple sources to plan differentiated small group instruction in math and reading for learners in the Meets and Masters category

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Teachers will utilize data to create small groups based upon student need to individualized instruction for virtual and face to face students.		Teachers	August 2020- May 2021	No funds needed	Lesson Plans CFA Data District Assessment Data IN PROGRESS
Teachers will create differentiated math daily reviews		Teachers Math Coach	August 2020- May 2021	No funds needed	Lesson Plans CFA Data

based off frequently missed and frequently tested TEKS.					District Assessment Data IN PROGRESS
Teachers will deliver Next Steps to Guided Reading small group instruction through a balanced literacy approach including a variety of literature and genres for virtual and face to face students.		Teachers	August 2020- May 2021	No funds needed	NSGR Lesson Plans CFA Data District Assessment Data IN PROGRESS
Regular review and discussion of testing data and rigorous daily assignments to move students from Meets to Masters category.		Teachers	August 2020- May 2021	No funds needed	Grade Level Daily Grade Log CFA Data District Assessment Data IN PROGRESS

Strategy 3: Offer enrichment/intervention opportunities to stretch students' critical thinking skills.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Before and during school tutorials will be utilized to provide intervention in reading math, and science for virtual and face to face students.		Math Coach Literacy Coach ESL Coach Teachers	November 2020- May 2021	No funds needed	A 7% increase in percentage of student scoring a the meets and masters level on STAAR. IN PROGRESS
Campus will offer a math critical thinking skills club "Crazy Eight" after school.		Math Coach	January 2020- May 2021	No funds needed	A 7% increase in percentage of student scoring a the meets and

					masters level on STAAR. REMOVED DUE TO COVID 19
Campus will offer after-school programs including Maker Space, STEM Night and Science Olympiad.		Librarian 5 th Grade Science Teachers Academic Facilitator	January 2020- May 2021	No funds needed	Attendance sheets REMOVED DUE TO COVID 19
Campus will implement a Chess Club in grades 3, 4, and 5		5 th Grade Teacher	January 2020- May 2021	Local Funds	Attendance sheets REMOVED DUE TO COVID 19
Campus will offer a virtual enrichment activity, "Maker Monday"		Librarian	Jan-May	Local Funds	In Progress *Every Monday posted on facebook

Strategy 4: Students will be active participants in monitoring their academic understanding, progress, and achievement.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
A goal setting tracking chart will be utilized in grades 3-5 to set goals and track individual progress.		Grades 3-5 Teachers	October 2020- May 2021	No funds needed	Evidence of use of tracking charts during walk-throughs IN PROGRESS
Learners will utilize Student Learning Reports to provide feedback of their learning to teachers.		Grades 3-5 Teachers	October 2020- May 2021	No funds needed	Completion of individualized Lead4ward Student Learning Reports. REMOVE

Strategy 5: Monitor Special Education failure rate at the third and ninth week of instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Monitor Special Education failure rate at the third and ninth week of instruction.		ESL Facilitator Jill Nehls-Principal	October 2020- May 2021	No funds needed	Progress Reports and Report Cards will be reviewed for areas of support at the 6 th and 9 th week of instruction IN PROGRESS *1 st 9 Weeks 19 2 nd 9 Weeks 9

Goal 4

Goal Statement: By May 2021, student responses regarding bullying will decrease by 10% or more and parent responses will decrease by 10% or more as measured by the Student and Parent Climate Survey.

CNA Area of Need: School Culture, Climate, and Leadership Effectiveness

Strategy 1: Programs will be created and implemented to promote the whole child well-being.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
All students will receive guidance lessons pertaining to LCISD's social-emotional program, Character Counts once a month.		Counselor	August 2020-May 2021	No funds needed	70% of staff will indicate that our campus embodied the true meaning of Character Counts as indicated on the

					End of Year Campus Character Counts Survey. IN PROGRESS
Counselor will create and facilitate social groups of students in the areas of friendship, anxiety, and overall whole child well-being for virtual and face to face students.		Counselor	August 2020-May 2021	No funds needed	Counselor calendar and documentation of parent permission forms IN PROGRESS
Campus will utilize the Ron Clark Essential 55 to establish and reinforce campus expectations weekly through morning announcements, house meetings and classroom daily routines.		Campus Staff	August 2020-May 2021	No funds needed	Parent and student responses will reflect a 10% increase in high expectations for students on Climate Surveys. IN PROGRESS
Students in virtual instruction will participate in "Mindful Mondays".		K-2 Counselor 3-5 Counselor	August 2020-May 2021	No funds needed	Student responses will reflect a 5% decrease in emotional stress on the end of year Social Emotional Wellness Screener. IN PROGRESS

State Compensatory Education

Name	Position	Job Class	FTEs Funded by Compensatory Education	Base Salary Benefits not included
Debra Gore	Pre K Aide		1	17,697.68
Kelley Kaunisto	Literacy Coach	3110	.25	16,875.00
Kristie Palacios	Math Coach	3116	0.5	32,175.00
Melissa Schlicht	Pre K Teacher	3120	1	61,600.00
Lena Boyd	Pre-K Teacher		1	61,600.00
Jole Holchak	Pre-K Teacher		1	58,300.00
Total				248,247.68

Financial Summary

Funding Source	Total Amount
State Comp Ed Allocation for Tutoring	\$5922
State Comp Ed Miscellaneous	\$4935

SBDMC Members

Name	Position
Jill Nehls	Principal
Sara Ballard	Assistant Principal
Kelley Kaunisto	Literacy Coach
Kristie Palacios	Math Coach
Jennifer Linebaugh	K-2 Representative
Jenny Shelton	3-5 Representative
Mallory Wheeler	Specials
Garrett Ballard	Parent
Billie Jean Murphy	Parent
	Community Member
Jordan Mahler	Business Member
	District Level Personnel

**The contents of this plan support the Texas Education Agency
Strategic Priorities and Enablers**

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support, and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)