

Priority Charter Schools
Priority Charter Schools - Temple
2023-2024 Campus Improvement Plan



Mission Statement

Priority Charter Schools Mission:

The primary mission and vision of Priority Charter Schools is to implement a public charter school in partnership with parents and the community that offers a multicultural, safe and friendly environment in which students can successfully learn basic skills and core academic content, develop and demonstrate their special talents and gifts, and develop social competencies that demonstrate citizenship and character.

Temple Charter Academy Mission:

To empower all students to believe they are capable of achieving academic excellence through decision making, character building, and acknowledging that they are responsible members of their school community.

Vision

Priority Charter Schools Vision:

The secondary mission and vision of the schools is also committed to empowering others who possess like visions and missions to carry out their distinctive callings. PCS does not intend to control others in their endeavors, but to help lighten their load of providing assistance and training in the area of personalized education.

Temple Charter Academy Vision:

To provide an education that prepares our students for success in tomorrow's world.

ESF Targeted Improvement Plan

This campus improvement plan also serves as the Effective Schools Framework TARGETED IMPROVEMENT PLAN. The ESF components are labeled throughout the plan and can be printed without the rest of the CIP, if desired.

ESF TIP COMPONENTS

- **Prioritized Focus Area 1**
 - Essential Action #:
 - CIP Performance Objective #:
 - Page number in this CIP:
- **Prioritized Focus Area 2**

- Essential Action #:
- CIP Performance Objective #:
- Page number in this CIP:
- **Prioritized Focus Area 3**
 - Essential Action #:
 - CIP Performance Objective #:
 - Page number in this CIP:

DISTRICT COMMITMENT THEORY OF ACTION

- Page number in this CIP:

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Increase equitable access and opportunities for growth to all Special Population students by familiarity of processes, structures for communication regarding the implementation and creation of individualized plans at 100%.	18
Goal 2: By the end of the school year, with training and support provided by district and campus administrators, Priority Charter Schools-Temple teachers will provide support to increase the productivity, academic success and usage of math and reading supplemental programs with incentives.	20
Goal 3: By the end of the school year with intervention support, Priority Charter Schools-Temple will Increase STAAR pass rate for all STAAR tested subjects and grade levels with the support of attendance at instructional planning, provisional resources and High Quality Instructional Materials.	21
Goal 4: Throughout the 23-24 school year, Priority Charter Schools-Temple will increase its school culture for students, teachers, parents and community stakeholders by updating and monitoring new processes and procedures, creating groups that will remain connected to community, parents, students and staff, and by adding additional modes of outreach to all stakeholders to cultivate a positive and safe learning environment. Priority Charter Schools-Temple will build rapport with families and community stakeholders by hosting several events for all grade levels.	23
Goal 5: Throughout the 23-24 school year, students will increase their social-emotional knowledge by participating in the following mental health programs: Texas Child Health Access Through Telemedicine (T-CHAT), Youth Aware of Mental Health (YAM), and social-emotional lessons from Character Education.	27

Comprehensive Needs Assessment

Revised/Approved: June 7, 2023

Demographics

Demographics Summary

Enrollment: 257

Number of Classroom Teachers: 18

Number of Special Program Teachers: 2

Number of Campus Interventionists: 1

Number of Paraprofessionals: 4

Number of Behavioral Support staff: 1

Number of Instructional Supports: Instructional Coach- 1, Assistant Principal - 1, Principal- 1, Math Coach - 1

Student Demographics:

Male population: 117 and Female population: 140

(Students were calculated in more than one category)

African American: 26% American Indian: 2% Asian: 3% Caucasian:78% Hispanic:59% Pacific Islander: 2%

Staff Demographics(determined prior to new hires for the 23-24 school year):

Male Population:6 Female Population: 29 women

African American: 31% Caucasian: 60% Hispanic: 9%

Special Programs data:

Priority Charter Schools - Temple
Generated by Plan4Learning.com

504- 31 students

Special Education - 33

ESL- 21

Dyslexia - 23

RTI- 124

Data for Special Programs: Identification of AU has shown a rise at Temple Charter Academy for students that are served in Special Programs. Students that have identified at or prior to their attendance at Temple Charter Academy have not exited from the program. Students in Special Programs have shown an increase since 2020. 2020 14 students were served at the end of the 22-23 school year 33 students were served.

At risk populations: Students that are at risk are identified as follows: parent incarcerated, low income, homeless, foster or STAAR/EOC failures. Students that are served are from the Temple, Killeen, Belton and Troy areas.

Migrant population was not identified by campus focus groups.

Demographics Strengths

Campus Strengths:

Temple Charter Academy has maximized the opportunity to maintain a low teacher-student ratio. Student teacher ratios range from 1:15-1:25. Teachers are reflective of the student population and focus on inclusive and diversity of students academic and social-emotional needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The 22-23 school year established a demographic focus group that expressed the following concerns: A need for program training and access, as well as training on how to properly implement students IEP and 504 plans for instructional purposes and monitoring program implementation. With a large population of Special Programs this is pertinent to student academic and social-emotional support. **Root Cause:** The main cause of growth needed in providing support to a growing Special Education population is training and support needed. All staff need guidance on how to accommodate students with specific Special Needs.

Problem Statement 2: The 22-23 Demographics Focus Group identified a need for accessibility to data through multiple programs to respond to student needs. **Root Cause:** The root cause is programs and structures needed to ensure Special Program teachers have access to Success ED, Tide and Ascender.

Problem Statement 3: The Campus 22-23 Demographics Focus Group identified a need for training and guidance for inputting grades, as well as a procedure for grading between Special Programs and General Education teachers. **Root Cause:** The reason is procedures and structures needing to be put in place.

Student Learning

Student Learning Summary

Student Achievement:

Data is disaggregated by grade level and via Tier 1, 2 and 3. When data was disaggregated strengths and weaknesses were shown within each ethnic, gender and special programs.

Temple Charter Academy Student Achievement Data:

Areas of growth shown according to Math Renaissance 3rd-8th grade.

3rd Grade showed increased at benchmark.

Student input for achievement:

Tutoring opportunities scheduled earlier in the year before and after school opportunities. Assisting with engagement for online programs and assist with electives. Earlier preparation for STAAR.

The following grade levels showed at or above grade level when assessed at the end of the year. Student data also showed an increase for students and grade levels that implemented supplemental math based programs:

2nd grade

3rd grade

4th grade

5th grade- at grade level with intervention (math)

6th grade at benchmark

7th grade at benchmark

Longitudinal student achievement data indications:

Consistent Student growth all year

Consistent Student growth with intervention

Consistent student growth with targeted practice within a specific skill

With the implementation of the information provided below, Temple Charter Academy reviewed the previous campus goals for student achievement.

It was our goal for our reading and math scores to show a 10+% increase, in all categories, for the 22-23 school year.

Reading Results 20-21 to 21-22 All Campus to 22-23 All Campus

Approaches: from 59% to 72% to 76%

Meets: from 36% to 49% to 35%

Masters: from 5% to 23% to 16%

Math Results 21-22 All Campus to 22-23

Approaches: 54% to 56%

Meets: 19% to 22%

Masters: 7% to 4%

Student Learning Strengths

Temple Charter Academy student achievement focus group identified the following strengths: consistent overall student growth, time spent in Zearn and ST Math and completion within programs (Mathia Zearn, etc.)

High School demonstrated tremendous growth from the 21-22 to 22-23 school year

21-22 Data:

High school EOC scores demonstrated great strengths:

US History = 20% approaches, 50% meets, 30% masters, equaling 100% passing rate.

Algebra I = 44% approaches, 25% meets, 13% masters, equaling 81% passing rate.

Biology = 17% approaches, 50% meets, 8% masters, equaling 75% passing rate.

22-23 Data:

Biology- 10% approaches, 50% meets, 40% masters, equaling 100% passing rate.

US History - 23% approaches, 23% meets, 54% masters, equaling 100% passing rate.

Algebra I - 75% approaches, equaling a 75% passing rate.

English II - 21% approaches, 64% meets, equaling 85% passing rate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Focus group data showed a need for more targeted practice within a specific skill area for reading for 3rd-10th grade in reading and English Language Arts.

Root Cause: More guidance is needed to provide teachers supports for implementing reading supplemental programs that focus on individual students needs.

Problem Statement 2: Preliminary STAAR and RAW score data evidences high concerns with 8th grade Science and Social Studies. **Root Cause:** Resources, materials and professional development were needed to support student learning.

Problem Statement 3: Student Achievement data supports a need for greater implementation of supplemental programs and tracking student progress for growth. **Root Cause:** Daily use of supplemental programs were needing to be implemented and monitored, tracked and incentives for use.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment and Retention:

T-TESS, HQIM walk-throughs and Observation Feedback Walk-throughs are completed to provide follow-up data regarding teacher performance provided to teachers. Temple Charter Academy participates in recruitment at local colleges. Staff attendance rate is average, but there is continued concerns with retention and turnover. New teacher mentor program is highly needed per focus group meeting questionnaire. Collective and individual decisions regarding professional development are determined by end of year meetings and end of year evaluations.

Curriculum, Instruction, and Assessment:

Temple Charter Academy implements HQIM materials which include, Amplify, MCLASS, PHD Science, Eureka Math, HMH and O'Dell. Each curriculum is aligned with Texas TEKS. Pacing guides and scope and sequences are provided for majority of the grade levels and subjects. Assessment is given, analyzed and data talks/templates are utilized to create intervention groups. Students in the 8th grade choose their PGP plans and follow a set course of electives/core classes.

School Context and Organization:

Adequate time is devoted to interventions, small groups and tutoring for students. Staff currently receive WAGs with updated information for the upcoming week. Parents receive communication regarding events prior to the events occurring. Staff will begin to loop with their students in 1st and 2nd grade.

Technology:

Temple Charter Academy provides student Chromebooks/Ipads, staff laptops, smart boards, projectors, elmos. The need of the design of the network is showing improvement needed to support all users. Staff has requested comprehensive training for staff and students at the beginning of the year. Technology is utilized in all subjects for assignments and assessments. Parents have access to view grades online.

School Processes & Programs Strengths

Staff Quality, Recruitment and Retention:

Via survey information teacher are motivated to teach, planning time is provided and staff feel appreciated through multiple acknowledgements of appreciation.

Curriculum, Instruction, and Assessment:

- * Teachers use curriculum and analyze the HQIM assigned.
- *Data talks show that students are achieving higher success on their assessments.
- *Several resources are available for the following subjects: Reading & Math.

School Context and Organization:

Campus paraprofessional staff have been fundamental in providing intervention that supported the progress of multiple students in grades PK-5th. Paraprofessionals rotate around the campus during intervention hour. Long-term substitutes are managed through the front office and there are current process and procedures in place for staff absences. Staff, students, parents and community members are involved in the decision making process of the campus and participate in focus groups and school improvement teams. Staff are provided with duty schedules that support vigilance of the campus.

Technology:

1 to 1 Technology is provided to all students at Temple Charter Academy.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to staff survey information, teachers are needing time to complete WAGS(Week at A Glance) documents, unit internalization and other curriculum needs. **Root Cause:** Instructional Planning time was provided last year for extra teacher planning. Clear guidelines of the Instructional Planning time were unclear and agendas were not present that provided clear understanding of the time provided.

Problem Statement 2: According to focus group needs, staff and paraprofessionals are in need of rigorous in person training for implementation of intervention procedures and programs deterred fully. **Root Cause:** All staff did not receive training at the beginning of the year that provided detailed expectations of intervention hour as well as the use of the supplemental instructional materials.

Problem Statement 3: School Processes Survey evidenced the need for staff to be familiar with events throughout the year, notified of field trips, etc. Staff desired an increase in notification of events and activities. **Root Cause:** Yearly Calendar creation needed. All stakeholders need early access to events.

Problem Statement 4: Schools Processes Survey identify clear expectations needed in Student Success Center for disciplinary concerns and a need for a PBIS program is desired. **Root Cause:** Program overview needed and PBIS review needed.

Perceptions

Perceptions Summary

School Culture & Climate:

Campus Focus groups identified specific areas of concerns as follows: student government, student councils needed to boost morale/accountability. A focus for the 23-24 school year will be a clearer understanding of the campus mission and theme for the 2023-2024 school year. At this time there are multiple extracurricular activities for Middle and High School Students.

Parent, Family and Community Engagement:

Parents and community were invited to participate in the following activities: STAAR Night, High School Parent Night, Awards, Parent Teacher Conferences, sports/games, banquets, carnivals(winter), thanksgiving lunches, veterans assemblies and Parent Teacher Night(open house). As evidenced by volunteer lists and campus sign in sheets, Elementary parents are more involved than middle and high school parents. Middle School and High School also have a higher academic failure rate. Parents/community are involved in focus groups and will be selected and participated in the Site Based Decision Making Campus Committee for the 2023-2024 school year. The Parent, Family and Community Engagement focus group have determined the following needs for the upcoming school year: school events communicated consistently, creating more opportunities and incentives for family involvement that goes beyond academic but also personal growth, career days, more community involvement with upper grade levels, signs-events and reminders and newsletters. Parents requested to be involved in teacher appreciation weeks.

Perceptions Strengths

School Culture & Climate:

Through student data surveys input, all students feel secure and safe at Temple Charter Academy and staff feel that they are working in a positive, upbeat environment.

Parent, Family and Community Engagement:

Strengths are as follows for the the 22-23 school year: increased of parent attendance from one awards ceremony to the next, as well as recognition of family involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Through focus group development, the committee determined that Student Council, student ambassadors, parent teacher associations, booster clubs, etc. are needed to increase the school culture and climate. **Root Cause:** Increase in Principal communication is needed to all stakeholders to implement more activities to increase the school culture climate.

Problem Statement 2: In order to increase the desire to engage in literacy opportunities, the focus group committee has identified a need for a campus library and literacy initiatives.

Root Cause: Focus Group committee has recently identified the need for an increase in reading literacy and the options available to students.

Problem Statement 3: Student surveys identify the following needs for culture and climate: Murals, Mission Statements and Themes visible, updated website with current information/events and parent dances and activities for involvement. **Root Cause:** Students input has been recently considered and development will begin for the upcoming school year.

Problem Statement 4: Parent, Family and Community Engagement identify a need for clearer communication and more community and parent engagement. **Root Cause:** All Stakeholders are needing access to a website, calendar to stay informed of activities and continued focus on collaboration and parental involvement is needed.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

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
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: June 21, 2023





Goal 1: Increase equitable access and opportunities for growth to all Special Population students by familiarity of processes, structures for communication regarding the implementation and creation of individualized plans at 100%.

Performance Objective 1: All Special Programs staff will receive training and access to data programs that will assist with the retrieval of data to monitor student progress and building of individualized plans.

High Priority

Evaluation Data Sources: Professional Development attendance documentation, Observation Walk-throughs, Special Program inclusion in data talks, agendas, sign-ins.

Strategy 1 Details	Reviews			
Strategy 1: Conduct a campus based training that focuses on supporting students in Special Programs and ensure that all staff have access to data based programs. Strategy's Expected Result/Impact: Teachers seeking information and becoming more familiar with supports needed for students in Special Programs, ESL, Dyslexia and students with RTI. Supports provided through RTI determinations that directly effect the academic success of students. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Support staff. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Increase equitable access and opportunities for growth to all Special Population students by familiarity of processes, structures for communication regarding the implementation and creation of individualized plans at 100%.

Performance Objective 2: At the beginning of the year and during new staff onboarding, 100% of General Education teachers will receive training for implementation of service plans and accommodations for students in Special Populations and implement instruction based on the knowledge of students.

High Priority

Evaluation Data Sources: Unit Lesson Internalization documents, Professional developments attendance documentation, TTESS observations. District Training documents.





Strategy 1 Details	Reviews			
Strategy 1: Additional training and support will include job-embedded support and professional learning communities.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Goal 1: Increase equitable access and opportunities for growth to all Special Population students by familiarity of processes, structures for communication regarding the implementation and creation of individualized plans at 100%.

Performance Objective 3: All staff will receive beginning of the year and quarterly training for grading expectations for all student populations.

High Priority





Evaluation Data Sources: Professional development agendas, sign-ins, written grading guidelines and grade checks.

Strategy 1 Details	Reviews			
Strategy 1: Priority Charter Schools-Temple will collaborate and determine grading policies for students in special populations based on district guidelines and with support from district leadership. Strategy's Expected Result/Impact: Student in special populations will receive focused instruction based on goals/objectives written in IEPS and will also maintain access to general education curriculum that will provide an equitable education. Staff Responsible for Monitoring: Special Education Teacher, Principal and other Special Programs staff as well as district leadership. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: By the end of the school year, with training and support provided by district and campus administrators, Priority Charter Schools-Temple teachers will provide support to increase the productivity, academic success and usage of math and reading supplemental programs with incentives.

Performance Objective 1: 100% of Students and staff (teachers and paraprofessionals) will increase the productivity and usage of math and reading supplemental program with the support and the implementation of the Positive Behavior Incentive System and with paraprofessionals to provide intervention support.

Evaluation Data Sources: Positive Behavior Incentive reports, Mathia reports, Zearn reports, BookNook Reports, Amplify Close Reading reports.

Strategy 1 Details	Reviews			
Strategy 1: Priority Charter Schools will create and implement a schedule with fidelity that will provide opportunities for students to receive small group instruction with the appropriate utilization of paraprofessionals. Strategy's Expected Result/Impact: An academic increase in reading, math, science and social studies will be evidenced through the implementation and evaluated by district assessments. Staff Responsible for Monitoring: Teachers, Principals, Assistant Principals and Instructional support staff. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will develop a plan to monitor the use of supplemental programs. Strategy's Expected Result/Impact: Teachers receive immediate and strategic feedback that will increase the implementation of programs. Staff Responsible for Monitoring: Campus Principal, Assistant Principal and Instructional leaders. Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: By the end of the school year with intervention support, Priority Charter Schools-Temple will Increase STAAR pass rate for all STAAR tested subjects and grade levels with the support of attendance at instructional planning, provisional resources and High Quality Instructional Materials.

Performance Objective 1: Teachers will support mastery of Science and Social Studies by providing tutoring opportunities to students.

Evaluation Data Sources: Tutoring Sign-In Sheets, Unit Assessment Data and Informal Assessment Data.

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders and teachers will monitor student progress on TEA's Interim Assessments and district benchmarks.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: By the end of the school year with intervention support, Priority Charter Schools-Temple will Increase STAAR pass rate for all STAAR tested subjects and grade levels with the support of attendance at instructional planning, provisional resources and High Quality Instructional Materials.

Performance Objective 2: Teachers will support student mastery of Science and Social Studies curriculum by evidence of focus on readiness, supporting standards and unit internalization and completion of those processes during instructional planning times.

Evaluation Data Sources: Instructional Planning - Agendas, Unit Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will focus on readiness and supporting standards for small group interventions.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and instructional leaders will engage in professional learning communities to discuss unit internalization during instructional planning times.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: K-5th grade teachers will receive training on PhD science with support from Region 12. Campus and district instructional leaders will conduct walk throughs to monitor curriculum implementation.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Throughout the 23-24 school year, Priority Charter Schools-Temple will increase its school culture for students, teachers, parents and community stakeholders by updating and monitoring new processes and procedures, creating groups that will remain connected to community, parents, students and staff, and by adding additional modes of outreach to all stakeholders to cultivate a positive and safe learning environment. Priority Charter Schools-Temple will build rapport with families and community stakeholders by hosting several events for all grade levels.

Performance Objective 1: Priority Charter Schools-Temple will communicate events, campus-wide data, and other student achievements with stakeholders through the school website and through social media.

Evaluation Data Sources: screenshots of updated announcements on campus website, screenshots displaying student or campus achievement examples on social media page and provide updated progress on the implementation of supplemental programs.

Strategy 1 Details	Reviews			
Strategy 1: Increase social media activity by incorporating live videos and more pictures.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus leaders will review and request updates to the campus and district website as needed.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus leaders will seek parent input regarding campus culture.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Throughout the 23-24 school year, Priority Charter Schools-Temple will increase its school culture for students, teachers, parents and community stakeholders by updating and monitoring new processes and procedures, creating groups that will remain connected to community, parents, students and staff, and by adding additional modes of outreach to all stakeholders to cultivate a positive and safe learning environment. Priority Charter Schools-Temple will build rapport with families and community stakeholders by hosting several events for all grade levels.

Performance Objective 2: Priority Charter Schools-Temple will implement building structures, procedures and committees that will create a positive, safe and orderly campus environment by implementing plans that are created through the Instructional Leadership Team Training.

Evaluation Data Sources: Tracking rubrics, Feedback from Region 12, Written documents and procedures to include, arrival, dismissal and other procedures. Committee agendas.

Goal 4: Throughout the 23-24 school year, Priority Charter Schools-Temple will increase its school culture for students, teachers, parents and community stakeholders by updating and monitoring new processes and procedures, creating groups that will remain connected to community, parents, students and staff, and by adding additional modes of outreach to all stakeholders to cultivate a positive and safe learning environment. Priority Charter Schools-Temple will build rapport with families and community stakeholders by hosting several events for all grade levels.

Performance Objective 3: Priority Charter Schools-Temple will hold zooms, parent/student meetings and activities that relate to safe school policies, including anti-bullying and drug prevention of minors.

High Priority

Evaluation Data Sources: Parent sign in sheets, YAM instruction and event flyers.

Strategy 1 Details	Reviews			
Strategy 1: Priority Charter Schools - Temple will utilize curriculum from UT Southwestern, Youth Aware of Mental Health (YAM).	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in training about youth mental health.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Priority Charter Schools - Temple will participate in Red Ribbon Week to raise awareness about the risks abusing illegal drugs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Regular safety drills will be conducted. Staff will be trained on the Raptor system.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The campus community engagement groups will meet monthly to plan and prepare for upcoming events.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Title I meetings will be held to provide parents the family engagement policy and the school compact, as well as make parents aware of parent engagement activities monthly.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 5: Throughout the 23-24 school year, students will increase their social-emotional knowledge by participating in the following mental health programs: Texas Child Health Access Through Telemedicine (T-CHAT), Youth Aware of Mental Health (YAM), and social-emotional lessons from Character Education.

Performance Objective 1: Utilize the programs Texas Child Health Access Through Telemedicine (T-CHAT) for all grade levels and Youth Aware of Mental Health (YAM) for high school grade levels to promote Positive Youth Development among all students.

Evaluation Data Sources: T-CHAT and YAM documentation/sign-in sheets, staff training sheets

Goal 5: Throughout the 23-24 school year, students will increase their social-emotional knowledge by participating in the following mental health programs: Texas Child Health Access Through Telemedicine (T-CHAT), Youth Aware of Mental Health (YAM), and social-emotional lessons from Character Education.

Performance Objective 2: Student Success Center will utilize Character Education to highlight specific Social-Emotional Learning (SEL) lessons and skills for pull-out with Tier II and Tier III students.

Evaluation Data Sources: calendared SEL lessons, student sign-ins, staff training