



*Bedford County Public Schools*

## Goals/Continuous School Improvement Plan 2019-2020 School Year

### Part I: Vision, Mission, Accountability

Thomas Jefferson Elementary School	
Mr. Tim Overstreet	
<b>Vision:</b> Vividly paints a picture of the future/leads to a desired outcome.	The vision of Thomas Jefferson Elementary is to give children the opportunity to reach their potential and be successful lifelong learners.
<b>Mission:</b> Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	Our mission, in partnership with our families and community, is to educate our children in a way that encourages independence, responsibility, and good citizenship in a safe, supportive environment.
<b>Federal Accountability Information</b>	Accredited

### Part II: School Leadership Team Members

Thomas Jefferson Elementary	
Name	Committee Position*

Tim Overstreet	<b>Principal</b>
Susan Boyd	<b>Assistant Principal/Designee</b>
Carolyn Coffey	<b>School Counselor</b>
Barbara Augenreich	<b>Kindergarten Chair</b>
Julie Polk	<b>1st Grade Chair</b>
Anisa Stenback	<b>2nd Grade Chair</b>
Kelly Richardson	<b>3rd Grade Chair/Attendance Team Chair</b>
Rita Parker	<b>4th Grade Chair</b>
Danielle John	<b>5th Grade Chair</b>
Lynette Brooks	<b>Resource/Related Arts Chair</b>
Kim Jacobs	<b>Reading Specialist/Interventions Team Chair</b>
Mary Beth Hunter	<b>Community Outreach Team Chair</b>
Kris Paul	<b>Cooperative Culture/PBIS Team Chair</b>
Jodi Biggio	<b>Family/ Parent Outreach Team Chair</b>
Lisa Elliott	<b>ITRT</b>

**Part III: Data Analysis**

**ACCREDITATION RATING(1)**

**Accredited**

**School Quality Indicator**

**Final Performance Level**

**Academic Achievement - English**

**Level One: At or Above Standard (Green)**

**Achievement Gap - English**

**Level Two: Near Standard (Yellow)**

**Academic Achievement - Math**

**Level One: At or Above Standard (Green)**

**Achievement Gap - Math**

**Level One: At or Above Standard (Green)**

**Academic Achievement - Science**

**Level One: At or Above Standard (Green)**

**Chronic Absenteeism**

**Level One: At or Above Standard (Green)**

**Academic Achievement - English**

	<b>Current Year</b>	<b>250</b>	<b>12</b>	<b>12</b>	<b>326</b>	<b>84.05</b>	<b>*Level One</b>	
<b>All Students</b>	<b>Previous Year</b>	<b>242</b>	<b>12</b>	<b>12</b>	<b>315</b>	<b>88.25</b>		<b>Level One</b>
	<b>Cum 3 Year</b>	<b>739</b>	<b>45</b>	<b>34</b>	<b>963</b>	<b>84.94</b>	<b>Level One</b>	

**Achievement Gap - English**

<b>Asian</b>	<b>Current Year</b>	<b>11</b>			<b>11</b>	<b>100.00</b>	<b>*Level One</b>	<b>Level Two</b>
	<b>Previous Year</b>	<b>11</b>	<b>1</b>		<b>12</b>	<b>100.00</b>		
	<b>Cum 3 Year</b>	<b>37</b>	<b>1</b>	<b>2</b>	<b>40</b>	<b>100.00</b>	<b>Level One</b>	
<b>Black</b>	<b>Current Year</b>	<b>12</b>	<b>2</b>		<b>20</b>	<b>70.00</b>	<b>*Level One(R10)</b>	
	<b>Previous Year</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>70.59</b>		
	<b>Cum 3 Year</b>	<b>31</b>	<b>3</b>	<b>2</b>	<b>54</b>	<b>66.67</b>	<b>Level Two</b>	
<b>Economically Disadvantaged</b>	<b>Current Year</b>	<b>54</b>	<b>6</b>	<b>4</b>	<b>79</b>	<b>81.01</b>	<b>*Level One</b>	
	<b>Previous Year</b>	<b>57</b>	<b>10</b>	<b>9</b>	<b>96</b>	<b>79.17</b>		
	<b>Cum 3 Year</b>	<b>154</b>	<b>21</b>	<b>19</b>	<b>252</b>	<b>76.98</b>	<b>Level One</b>	
<b>Hispanic</b>	<b>Current Year</b>	<b>16</b>	<b>1</b>		<b>19</b>	<b>89.47</b>	<b>Level One</b>	
	<b>Previous Year</b>	<b>13</b>			<b>15</b>	<b>86.67</b>		
	<b>Cum 3 Year</b>	<b>40</b>	<b>1</b>	<b>1</b>	<b>47</b>	<b>89.36</b>	<b>*Level One</b>	
<b>Students with Disabilities</b>	<b>Current Year</b>	<b>11</b>	<b>2</b>	<b>4</b>	<b>27</b>	<b>62.96</b>	<b>TS</b>	
	<b>Previous Year</b>	<b>13</b>	<b>3</b>	<b>2</b>	<b>28</b>	<b>64.29</b>		
	<b>Cum 3 Year</b>	<b>34</b>	<b>8</b>	<b>9</b>	<b>87</b>	<b>58.62</b>	<b>*Level Three</b>	

<b>White</b>	<b>Current Year</b>	<b>197</b>	<b>9</b>	<b>8</b>	<b>252</b>	<b>84.92</b>	<b>*Level One</b>
	<b>Previous Year</b>	<b>193</b>	<b>19</b>	<b>8</b>	<b>243</b>	<b>90.53</b>	
	<b>Cum 3 Year</b>	<b>593</b>	<b>37</b>	<b>21</b>	<b>749</b>	<b>86.92</b>	<b>Level One</b>

## Academic Achievement - Math

	<b>Current Year</b>	<b>280</b>	<b>21</b>	<b>5</b>	<b>335</b>	<b>91.34</b>	<b>*Level One</b>	
<b>All Students</b>	<b>Previous Year</b>	<b>236</b>	<b>17</b>	<b>11</b>	<b>308</b>	<b>86.71</b>		<b>Level One</b>
	<b>Cum 3 Year</b>	<b>763</b>	<b>59</b>	<b>21</b>	<b>975</b>	<b>86.46</b>	<b>Level One</b>	

## Achievement Gap - Math

	<b>Current Year</b>	<b>11</b>			<b>11</b>	<b>100.00</b>	<b>*Level One</b>	
<b>Asian</b>	<b>Previous Year</b>	<b>11</b>	<b>1</b>		<b>12</b>	<b>100.00</b>		
	<b>Cum 3 Year</b>		<b>5</b>		<b>44</b>	<b>97.73</b>	<b>Level One</b>	
	<b>Current Year</b>	<b>14</b>	<b>2</b>		<b>21</b>	<b>76.19</b>	<b>*Level One</b>	
<b>Black</b>	<b>Previous Year</b>	<b>10</b>	<b>1</b>		<b>17</b>	<b>64.71</b>		
	<b>Cumul 3 Year</b>	<b>34</b>	<b>4</b>		<b>55</b>	<b>69.09</b>	<b>Level Two</b>	
	<b>Current Year</b>	<b>62</b>	<b>10</b>	<b>2</b>	<b>83</b>	<b>89.16</b>	<b>*Level One</b>	
<b>Economically Disadvantaged</b>	<b>Previous Year</b>	<b>55</b>	<b>9</b>	<b>8</b>	<b>96</b>	<b>75.00</b>		
	<b>Cumul 3 Year</b>	<b>155</b>	<b>26</b>	<b>13</b>	<b>257</b>	<b>75.49</b>	<b>Level One</b>	<b>Level One</b>

	<b>Current Year</b>	<b>18</b>				<b>18</b>	<b>100.00</b>	<b>Level One</b>
<b>Hispanic</b>	<b>Previous Year</b>	<b>13</b>				<b>15</b>	<b>86.67</b>	
	<b>Cumul 3 Year</b>	<b>43</b>	<b>1</b>			<b>47</b>	<b>93.62</b>	<b>Level One</b>
	<b>Current Year</b>	<b>16</b>	<b>4</b>	<b>2</b>		<b>29</b>	<b>75.86</b>	<b>*Level One</b>

<b>Students with Disabilities</b>	<b>Previous Year</b>	<b>14</b>	<b>2</b>	<b>3</b>	<b>27</b>	<b>70.37</b>	
	<b>Cumul 3 Year</b>	<b>38</b>	<b>7</b>	<b>6</b>	<b>86</b>	<b>59.30</b>	<b>Level Three</b>
<b>White</b>	<b>Current Year</b>	<b>218</b>	<b>18</b>	<b>4</b>	<b>261</b>	<b>91.95</b>	<b>Level One</b>
	<b>Previous Year</b>	<b>183</b>	<b>13</b>	<b>7</b>	<b>237</b>	<b>85.65</b>	
	<b>Cumul 3 Year</b>	<b>599</b>	<b>44</b>	<b>16</b>	<b>755</b>	<b>87.28</b>	<b>*Level One</b>

<b>Indicator Level(10)</b>	<b>Data Source</b>	<b>Less than 10% Absenteeism</b>	<b>At or Above 10% Absenteeism</b>	<b>Final Performance Total Students Rate</b>		<b>Level(9)</b>	
<b>Chronic Absenteeism</b>							
<b>All Students</b>	<b>Current Year</b>	<b>566</b>	<b>33</b>	<b>599</b>	<b>5.51</b>	<b>*Level One</b>	<b>Level One</b>
	<b>Previous Year</b>	<b>558</b>	<b>35</b>	<b>593</b>	<b>5.90</b>		
	<b>Cumul 3 Year</b>	<b>1,590</b>	<b>204</b>	<b>1,794</b>	<b>11.37</b>	<b>Level One</b>	

**Benchmark Analysis**

Teacher		Q1 2019-20								Q2 2019-20								
		Reading				Math				Reading				Math				
		#	# Pass	% Pass	All	#	# Pass	% Pass	All	#	# Pass	% Pass	All	#	# Pass	% Pass	All	
		Benchmark target: 75				Benchmark target: 70				Benchmark target: 70				Benchmark target: 70				
K	BA																	
	AB																	
	MH																	
	BK																	
	SWD																	
	LEP																	
	At Risk																	
	Total #																	
1st	DM																	
	JP																	
	CP																	
	KR																	
	SWD																	
	LEP																	
	At Risk																	
	Total #																	
2nd	DB	20	13	65%	73%	20	8	40%	53%									
	MG	21	16	76%		21	9	43%										
	LR	19	13	68%		20	12	60%										
	AS	18	15	83%		19	15	79%										
	JL	21	15	71%		21	10	48%										
	SWD	11	5	45%		11	3	27%										
	LEP																	
	At Risk																	
	Total #	99	72	73%		101	54	53%										
3rd	PC	19	12	63%	50%	19	12	63%	73%									
	KR	18	9	50%		18	12	67%										
	RR	19	3	16%		19	17	89%										
	NF	19	15	79%		18	15	83%										
	ND	17	7	41%		17	10	59%										





Teacher		Q3 2019-20								Q4 2019-20							
		Reading				Math				Reading				Math			
		#	# Pass	% Pass	All	#	# Pass	% Pass	All	#	# Pass	% Pass	All	#	# Pass	% Pass	All
		Benchmark target: 75				Benchmark target: 70				Benchmark target: 70				Benchmark target: 70			
K	BA																
	AB																
	MH																
	BK																
	SWD																
	LEP																
	At Risk																
	Total #																
1st	DM																
	JP																
	CP																
	KR																
	SWD																
	LEP																
	At Risk																
	Total #																
2nd	DB																
	MG																
	LR																
	AS																
	JL																
	SWD																
	LEP																
	At Risk																
Total #																	
3rd	PC																
	KR																
	RR																
	NF																
	BS																
	SWD																

	LEP															
	At Risk															
	Total #															
4th	FD															
	RP															
	KP															
	WW															
	MK															
	SWD															
	LEP															
	At Risk															
	Total #															
5th	NB															
	DR															
	DJ															
	JB															
	AG															
	SWD															
	LEP															
	At Risk															
	Total #															
Schoolwide:	<b>Total</b>	<b>Passed</b>	<b>%</b>		<b>Total</b>	<b>Passed</b>	<b>%</b>									

VKRP DATA - FALL

Teacher	Math		Social Skills	
	Below Benchmark	At or Above Benchmark	Below Expectation	Above Expectation
BA	2 out of 22 (9.1%)	20 out of 22 (90.9%)	3 out of 22 (13.6%)	19 out of 22 (86.4%)
AB	1 out of 21 (4.7%)	20 out of 21 (95.2%)	3 out of 21 (14.3%)	18 out of 21 (85.7%)
BK	0 out of 16 (0.0%)	16 out of 16 (100.0%)	4 out of 18 (22.2%)	14 out of 18 (77.8%)

MH	4 out of 20 (20.0%)	16 out of 20 (80.0%)	0 out of 21 (0.0%)	21 out of 21 (0.0%)
<b>Overall</b>				

### VKRP DATA - Spring

	Math		Social Skills	
Teacher	Below Benchmark	At or Above Benchmark	Below Expectation	Above Expectation
BA				
AB				
BK				
MH				
<b>Overall</b>				

### Phonological Awareness Literacy Screening (PALS) Information

#### Percentage of Students (#) Not Meeting PALS Benchmarks & Who Need Remediation

	TJES Fall 2017	TJES Spring 2018	TJES Fall 2018	TJES Spring 2019	TJES Fall 2019	TJES Spring 2020
K	7% (6)	6% (5)	3% (2)	3% (3)	9% (7)	
1st	8% (8)	4% (4)	4% (4)	5% (5)	8% (6)	
2nd	10% (10)	1% (1)	7% (7)	6% (6)	14% (15)	
3rd	15% (15)	7% (8)	13% (16)	14% (15)	10% (9)	
4th	5% (6)	0% (0)	7% (7)	8% (8)	12% (12)	
5th	20% (24)	0% (0)	9% (11)	9% (10)	10% (9)	
<b>School</b>	<b>69</b>	<b>18</b>	<b>49</b>	<b>47</b>	<b>58</b>	

Identified students in grades K-3 are required to receive 2 ½ hours of weekly remediation per Early Intervention Reading Initiative (EIRI) funding. It is best practice to ensure identified students in grades 4-5 also receive remediation.

### PALS identified students by grade level Fall 2019

Grade	Total	Number Identified	Percentage
K	79	7	8.8%
1st	75	6	8.0%
2nd	107	15	14.0%
3rd	93	9	9.7%
4th	103	12	11.7%
5th	90	9	10.0%
<b>All Grades</b>	<b>547</b>	<b>58</b>	<b>10.6% (avg)</b>

### Assessing Math Concepts

#### Hiding Assessment with Models - Parts of 6 (1st Grade)

Teacher	Met Benchmark (FALL)	Below Benchmark (FALL)	Met Benchmark (SPRING)	Below Benchmark (SPRING)

DM				
JP				
CP				
KR				

### Adding and Subtracting Tens - 2nd Grade

Teacher	Met Benchmark (FALL)	Below Benchmark (FALL)	Met Benchmark (SPRING)	Below Benchmark (SPRING)
DB				
MG				
JL				
LR				
AS				

### Positive Behavioral Intervention and Supports (PBIS) Information

#### Referrals, Suspensions, & Restraints

	2016-2017		2017-2018			2018-2019					2019-2020				
	Referrals	OSS Total	Referrals	OSS Total	OSS SPED	Referrals	OSS Total	OSS SPED	Threat Assess Conducted	NCI Restrict	Referrals	OSS Total	OSS SPED	Threat Assess Conducted	NCI Restrict
Aug	6	0	10	3	2	0	0	0	0	0					
Sep	21	1	16	5	5	4	1	1	0	0					

<b>Oct</b>	22	5	15	3	2	12	1	1	0	1					
<b>Nov</b>	10	3	14	1	1	11	2	0	0	0					
<b>Dec</b>	7	2	20	0	0	4	1	0	0	2					
<b>Jan</b>	11	2	8	2	2	3	0	0	0	2					
<b>Feb</b>	15	0	15	2	2	7	1	0	0	0					
<b>Mar</b>	22	3	9	0	0	10	2	0	0	0					
<b>Apr</b>	13	3	3	0	0	13	2	0	0	1					
<b>May</b>	10	3	5	0	0	6	0	0	0	4					
<b>Total</b>	<b>137</b>	<b>19</b>	<b>75</b>	<b>12</b>	<b>10</b>	<b>70</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>10</b>					

## Truancy Information

### Truancy Summary Data

	Number of Meetings Held for Students with 6 Unexcused Absences 2019-20	Number of Students with 7 or More Unexcused Absences 2019-20	Number of Students Referred to Court Services for CHINS 2019-20
August	0	0	0
September	0	0	0
October			
November			
December			
January			
February			
March			
April			
May			
Total			

### Part IV: Back to School Reflection

#### Back to School Summary of Data Analysis

Based on the data, student performance on reading and math SOL assessments has continued to increase. When analyzing the data by grade levels and subgroups, specific focus areas are evident. The school continues to achieve pass rates that are very similar to the state and district rates. There is a need for additional data points in early math programs to help identify weaknesses and promote growth. Additionally, TJES needs to take a comprehensive approach to the innovation and collaboration of instructional and behavioral best practices.

#### Back to School Celebrations, Concerns, Possible New Innovations, and Funding Needs

##### Celebrations:

1. The pass rate for Academic Achievement in Math increased from 85.71% to 91.34%
2. The pass rate for Academic Achievement in Science increased from 87.80% to 91.23%
3. The pass rate for Achievement Gap - Math, Subgroup: Student with Disabilities, continued to increase in math for a second year in a row from 70.37% to 75.86%.

4. The Chronic Absenteeism Rate continued to drop from 5.90% to 5.51%

**Concerns:**

Achievement gaps for black students and students with disabilities in English and Math, especially English.. Both sub-groups showed increases in Academic Achievement - Math pass rates, but slight decreases on Academic Achievement - English. There continues to be a gap in achievement when compared to the rest of the student population at TJES.

**Attendance;**

Previous years at TJES had seen increases in the amount of days missed by students. New calculations to the numbers from the VDOE show a more recent decrease in number of absences. TJES still needs to focus on the importance of attendance and keep parents and students informed.

**Innovation:**

1. STEM Lab - A new STEM Lab will be ready for use in early September. We hope this new innovation of space will allow more hands-on learning opportunities for our learners.
2. Learning Labs - New learning Labs will be ready for use in early September. These spaces will be designed for learners to work with staff in small group settings or clusters as they received more individualized instruction and support.
3. We continue to work towards being 1:1 with student technology devices in our school. Each 5th grade student has their own chromebook to use in all core content areas. This advance in technology will allow teachers to explore additional paths for supporting students and involving families. In fact, 10 of our 28 teachers have full student access to devices. All teachers have some devices for student use.

**Part V: Action Plan**

**Goal Topic**

**SMART Goal(s):**

1. **By May 29, 2020 100% of TJES students will show growth in Math as measured by pre and post assessments (ie. K- VKRP 1-2- AMC, & 3-5 SOLs).**
  - **Grades 3-5: Identified achievement gap groups will demonstrate at least a 10% reduction in failure rate based on pass rates from the previous year.**
    - **Black subgroup: Increase pass rate from 76.19% to 79%**
    - **Students with Disabilities subgroup: Increase pass rate from 75.86% to 79%**

**ACTION PLAN**

**1. Essential Action/Research-Based Strategy: Data driven instruction/ remediation**

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency



Assessment/ Remediation	Education Galaxy introduction and diagnostic -Webinar -Diagnostic (grade level math/reading) -progress based recognition -parent education	School staff, administration, Students, parents	ongoing		Admin/ teachers
Remediation	After school remediation by invitation	Grade level math teachers Administration	10-17-18- 4-12-18		Admin/ Intervention team
Assessment	Assessing Math Concepts grades 1 and 2	Grade level math teachers and administration	Implementation in 2nd 9 weeks		Admin/ Grade level chairs
Data/ instruction	Grade level data trackers	Teachers Administration	ongoing		Admin/ teachers
Assessment	VKRP	Kindergarten teachers Administration	9-17-18-9-21-18		Admin/ Teachers
Schedule	Establish master schedules to identify math instructional times to allow support staff to access all grade levels throughout the day.	Administration	8-6-18		Admin
Remediation	Work with selected students on the Success For All online remediation program called Lightning Squad for grades 1-3.	Reading Specialist, remediation teacher, paras, administration	Ongoing		Reading specialist, admin
Special Education Department Meetings	Administration and special education teachers will meet monthly	Admin, sped staff	ongoing		Admin
Intervention Teams	Meet to discuss student concerns based on data	Admin, School Counselor	Ongoing		Team will meet to review student data and drive instruction
Professional Development opportunities	Provide school based professional development opportunities for all staff	Admin, ITRT	ongoing		Admin

### Goal Topic

**2. By May 29, 2020: 100% of TJES students will show growth in English as measured by pre and post assessments (ie. K- 5 PALS, Grades 3-5 SOLs).**

- **Grades 3-5: Identified achievement gap groups will demonstrate at least a 15% reduction in failure rate based on pass rates from the previous year.**
  - **Black subgroup: Increase pass rate from 70.00% to 75.00%**
  - **Students with Disabilities subgroup: Increase pass rate from 62.96% to 70.00%**

## ACTION PLAN

### Essential Action/Research-Based Strategy: Staff collaboration/ comprehensive reform

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Getting Along Together GAT2	Provide training to staff (classroom teachers, paras, and administration) in the GAT2 program.	SFA coach Administration	1 day of training and 4 days of coaching	<b>8</b>	
<b>Professional Development opportunities</b>	<b>Provide school based professional development opportunities for all staff</b>	<b>Admin, ITRT</b>	<b>ongoing</b>		<b>Admin</b>
<b>School-wide common self paced program</b>	<b>Education Galaxy introduction and diagnostic</b> -Webinar -Diagnostic (grade level math/reading) -progress based recognition -parent education	<b>School staff, administration, Students, parents</b>	<b>ongoing</b>		<b>Admin/ teachers</b>
SFA Solutions teams	Monthly meetings of teams that include all teachers and chaired by teacher leaders. -attendance team -family/ parent outreach -community partnership -collaborative culture -intervention	Staff	ongoing		<b>Admin/ solutions chairs</b>
Data/ instruction	Grade level data trackers	Teachers Administration	ongoing		Admin/ teachers
SCT/ RTI/ Intervention	Staff training for RTI/ SCT process	admin/ SCT coordinator/ intervention team	ongoing		Admin/ SCT coordinator/ intervention team
Small group counseling	Weekly meetings with school counselor for socials skill, life situations, or study skills	counselor	ongoing		School Counselor
Staff Field Trips	Staff will be visiting area schools to observe phonics instruction and cooperative learning	Admin, selected faculty	ongoing		Admin
SFA Coach Visits	Scheduled visits with SFA Coach to monitor and provide guidance on GAT	Admin	ongoing		Admin

## Goal Topic

**By May 29, 2020 TJES students will show a 10% decrease in the school's chronic absentee rate as compared to the 2018-2019 school year.  
Chronic Absenteeism Rate to drop from 5.51% to 4.95%  
(Updated 2018-2019 data eliminated the need for this goal, but it will remain an area of focus as it supports our subgroup data concerns)**

## ACTION PLAN

**Essential Action/Research-Based Strategy: Building Relationships/ communication**

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Information	Parent meetings to explain the importance of attendance for learning.	Admin	ongoing	8/12/19 - Friendly Reminders for Parents handout on Back-To-School night	Admin
Communication	Frequent communication and data sharing with all stakeholders	Admin	ongoing		Admin
Attendance data	Call because you care: A "hot list" was provided to all staff based on attendance in previous years. Teachers called to check on students if they missed more than one day.	Attendance team	Ongoing		Attendance team
Attendance data/ incentive	School-wide attendance challenge. Classed gain rewards for achieving percentages of attendance. Levels 1:90% 2: 95% 3: 100%	Attendance team	Ongoing		Attendance team
Communication	Counselor call because you care: any student with 4 or more unexcused absences will be called by the school counselor.	Admin	Ongoing		Attendance secretary, counselor, admin
Communication	Success Cards: at least 2 cards will be sent to each student throughout the year to include and encourage.	Family Parent team	Ongoing		Family Parent team

### Part VI: Mid-Year Reflection

### Mid-Year Summary of Data Analysis

[Redacted area]

**Mid-Year Celebrations, Concerns, Possible New Innovations, and Funding Needs  
A List of the Continuous School Improvement Plan Adjustments That Were Made**

[Redacted area]

**Part VII: End-of-Year Reflection**

**End-of-Year Summary of Data Analysis**

[Redacted area]

**End-of-Year Celebrations, Concerns, Possible New Innovations, and Funding Needs  
A List of the Continuous School Improvement Plan Adjustments That Were Made**

[Redacted area]