

Manor Independent School District
Presidential Meadows Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Manor ISD will ensure the social, emotional, and academic development of every student through innovative opportunities.

Diverse Paths to Success

Destination Manor

District Strategic Plan Goals (5 year plan)

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

District Student Outcome Goals (2 year plan)

SOG #1 The percentage of third grade students in the district who meet or exceed Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

Core Values

Respect
Student Success
Integrity
Responsibility
Accountability
Support

Goal 1: Be the district of choice in the Texas Region based on student success

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Goal 4: Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

Core Beliefs

At Presidential Meadows, *Together*, we will provide a rigorous, yet relevant, high-quality instructional program, producing well educated, balanced, collaborators who are technologically prepared for the 21st century and contribute to society in all aspects.

Our focus is on **Every EAGLE, Everyday!**

We **S**TRIVE for our best.

We **O**PERATE with pride.

We **A**GREE to be positive.

We **R**ESPECT ourselves, others, and our school.

We **SOAR!!!**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2020-21 school year, Presidential Meadows Elementary serves 632 students in grade Pre-Kindergarten through 5th grades. The student population is approximately 69% Hispanic, 17% African American, 7% Anglo, 4% Asian, and 3% two or more. Low socioeconomic status and at-risk is approximately 81%. Student enrollment program is comprised of approximately 9% Special Education, 7% Gifted & Talented, and 52% Limited English Proficient (combined 34% Bilingual and 18% English as a Second Language). Our attendance rates had held steady over the prior years at approximately 96%. However, the attendance rate for Presidential Meadows Elementary was 97.08% exceeding our goal.

As of October 2020, PME has approximately 355 students or 56% learning in person and 277 or 44% learning online.

Nearly two years ago, Presidential Meadows Elementary began the journey to become an International Baccalaureate Primary Years Program (IB PYP). This school year PME advanced to the IB authorization visit process in September 2020. We await word on authorization decision estimated in November 2020.

Demographics Strengths

Though PME is formerly identified as Improvement Required, the campus made a 19 point cumulative gain in State Accountability ratings and is currently graded at a 79. PME has also completed the candidacy phase of our journey to become an IB World School and expects an authorization decision in late Fall 2020.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Though PME made significant gains in student progress and closing achievement gaps, the campus continues to perform below many demographically similar schools in the official campus comparison groups. **Root Cause:** There is improvement needed in the delivery of high yield, best practice instructional methods for all students.

Student Learning

Student Learning Summary

Due to Covid-19 closures, all Texas Schools did not complete STAAR assessments and maintained current accountability ratings. The 2019 Texas Education Agency Accountability Rating for Presidential Meadows Elementary is Met Standard. The table below lists Presidential Meadows Elementary historic Performance in each Accountability Index as compared to TEA Target Scores, Manor ISD Performance, and State Performance.

2019-20: No Assessment/Ratings Given

2018-19:

Domain 1: 65

Domain 2: 80

Domain 3: 75

Overall: 79

Continued and focused data analysis remains a fundamental process of Presidential Meadows Elementary. Texas Academic Performance Report (TAPR), State of Texas Assessment of Academic Readiness (STAAR) scores, Texas English Language Proficiency Assessment System (TELPAS) and Performance Based Monitoring Analysis System (PBMAS) are sources of data used by the campus to discern strengths and needs. Presidential Meadows Elementary conducts universal screeners for math and reading at a minimum of three times per year (BOY, MOY, EOY). Benchmark tests are administered in January for state-tested subjects. The benchmarks are formatted similar to the STAAR and aligned to the state test blueprints. Common Formative Assessments (CFAs) will be administered every 2-3 weeks, Common-based Assessments (CBAs) are administered at the end of each unit according to the Manor ISD Pacing Guides

Student Learning Strengths

In 2020, most summative end of year assessments were not completed due to Covid 19 closures. In 2019, Presidential Meadows Elementary made significant gains in student progress, particularly in Grades 4 and 5 Reading. These gains and focused effort resulted in an overall index score growth of 20 points to a 79. This performance solidly pulled PME out of Improvement Required status.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students at PME are underperforming as compared to state and district averages. **Root Cause:** There is improvement needed in the delivery of high yield, best practice instructional methods for all students.

School Processes & Programs

School Processes & Programs Summary

In 2020-21, PME will complete its candidacy process in the International Baccalaureate Primary Years Program and awaits authorization decision estimated in November 2020.

PME will also participate in major initiatives provided by the district: PLCs, Data Walks, and continuation of the Literacy Initiative. In addition, PME will implement Common Formative Assessments (CFAs) every 3-4 weeks. We've adopted the district model for ESL, which aligns with PME goals for the ELL students. The ESL model will be fully implemented.

Presidential Meadows will put in place incentives to retain 100% highly qualified teachers in all core subjects. All efforts, including bi-weekly professional development and weekly PLCs will train teachers thus improving the quality of instruction and increasing student achievement.

School Processes & Programs Strengths

PME has developed and continues to maintain a system of implementing DuFour's PLC Model. Teams meet horizontally 1-2 times per week to collaboratively plan instruction, review student performance, and make adjustments to improve student learning. PME also conducts bi-monthly faculty meetings in which short recurring professional development is provided vertically to improve instructional practices and student learning.

PME also continues to implement all facets of the International Baccalaureate framework such as teaching through 4-6 transdisciplinary themes and explicit ongoing teaching of the learner profile.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PME is in the candidacy and development state of IB program implementation and further work is needed to improve the quality, consistency, and alignment of this program and philosophy. **Root Cause:** A change in leadership and in some staffing has presented a learning curve as leadership and faculty work to complete IB candidacy requirements.

Perceptions

Perceptions Summary

Based on School Climate Survey results from students, staff, and families, PME identified the following as areas for improvement:

- ~The need to know that new safety protocols have been established and are implemented with fidelity for all students and staff
- ~A focus on student and staff mental health during this pandemic
- ~Increased opportunities for staff input, feedback, and shared decision making
- ~Increased opportunities for families for shared decision-making and involvement in school activities
- ~Improve student perception of learning; Specifically to increase percentage of students who feel learning at my school is fun from 49% to 90%.

Perceptions Strengths

Student survey results show more than 90% of students believe learning is important.

Staff survey results show new implementation of enhanced safety protocols are being implemented with fidelity.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student, parent, and staff survey feedback shows a need to strengthen school culture and morale for all stakeholders. **Root Cause:** As PME has journeyed through and out of Improvement Required, maintaining and nurturing perceptions, culture and morale is a challenge that can be addressed and improved.

Priority Problem Statements

Problem Statement 1: PME is in the candidacy and development state of IB program implementation and further work is needed to improve the quality, consistency, and alignment of this program and philosophy.

Root Cause 1: A change in leadership and in some staffing has presented a learning curve as leadership and faculty work to complete IB candidacy requirements.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Though PME made significant gains in student progress and closing achievement gaps, the campus continues to perform below many demographically similar schools in the official campus comparison groups.

Root Cause 2: There is improvement needed in the delivery of high yield, best practice instructional methods for all students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students at PME are underperforming as compared to state and district averages.

Root Cause 3: There is improvement needed in the delivery of high yield, best practice instructional methods for all students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student, parent, and staff survey feedback shows a need to strengthen school culture and morale for all stakeholders.

Root Cause 4: As PME has journeyed through and out of Improvement Required, maintaining and nurturing perceptions, culture and morale is a challenge that can be addressed and improved.

Problem Statement 4 Areas: Perceptions

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 1: Presidential Meadows Elementary will reach high levels of student achievement through relevant and rigorous learning for all students. 85% of students will score approaches, 60% of students will score meets, and 25% of students will score masters on State Assessments.





Evaluation Data Sources: STAAR 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase 3rd, 4th, and 5th, grade Reading STAAR Meets performance:</p> <p>All Students from 64% to 67% LEP from 58% to 61%, EcoDis from 58% to 61%</p> <p>Add resources to the Literacy Lab that specifically focus/support our high needs populations such as Bilingual/ESL and struggling readers.</p> <p>Purchase relevant and rigorous classroom library texts to K-5 classrooms.</p> <p>Purchase hands on learning materials for reading instruction including whisper phones, listening centers, and letter tiles to implement balanced literacy in Grades K-5.</p> <p>Strategy's Expected Result/Impact: Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase 3rd, 4th, and 5th grade Math STAAR Level II performance:</p> <p>All Students from 50% to 53% LEP from 46% to 49% EcoDis from 45% to 48%</p> <p>Provide classrooms K-5th with Math Manipulatives and erasable white boards for hands on, standards based learning in math.</p> <p>Strategy's Expected Result/Impact: Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase 4th grade Writing STAAR Level II performance:</p> <p>All Students from 46% to 60% LEP from 43% to 53% EcoDis from 38% to 48%</p> <p>Strategy's Expected Result/Impact: Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase 5th, grade Science STAAR Meets performance:</p> <p>All Students from 58% to 65% LEP from 52% to 58% EcoDis from 54% to 64%</p> <p>Strategy's Expected Result/Impact: Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Presidential Meadows Elementary will implement, with fidelity, My Virtual Reading Coach (MVRC), ST Math, MyOn, I-Ready Math, and other supplemental resources to support reading and math achievement. All resources will increase fluency (numeracy), vocabulary and comprehension.</p> <p>Strategy's Expected Result/Impact: MVRC results, DRA2 data, STAAR results, district benchmarks and CBA, district and campus walkthrough data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Librarian Literacy Coach Academic Interventionists</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 6 Details	Reviews			
<p>Strategy 6: Presidential Meadows Elementary teachers, staff, tutors, and push-in interventionists will support student achievement by developing targeted interventions to be utilized during 2nd-5th grade scheduled intervention period, before, during and/or after school tutoring.</p> <p>Strategy's Expected Result/Impact: Universal screeners and monthly progress monitoring systems including MVRC, DRA2, and I Ready.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - State Compensatory Education - \$24,523.87</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers and staff will collaboratively plan using DuFour as a guide to ensure student achievement and implement a systematic curriculum through the use of the district's curriculum system.</p> <p>Strategy's Expected Result/Impact: Weekly PLCs and professional development documents such as agendas, sign-in sheets, etc., and observations.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PLC Facilitator Literacy Coach</p> <p>- Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Presidential Meadows Elementary will restock, maintain and implement dedicated Science Lab space and materials to facilitate hands on learning while reinforcing the district's science curriculum for all students.</p> <p>Strategy's Expected Result/Impact: Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
<p>Strategy 9: PME will implement Instructional Rounds to improve the delivery of high yield, research based practices in all classrooms.</p> <p>Strategy's Expected Result/Impact: Instructional Rounds will result in the delivery of best practices and the shared ownership of teaching across the campus.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: PME will recruit and hire a full time Instructional Coach to drive data driven, best practice instruction.</p> <p>Strategy's Expected Result/Impact: Increased performance of all students in Reading, Math, and Writing.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 11 Details	Reviews			
<p>Strategy 11: PME will improve student learning with culturally responsive teaching, including specific professional development on using multicultural, diverse literature in instruction and also by expanding the amount and type of diverse texts students will have access to for learning.</p> <p>Strategy's Expected Result/Impact: As students have the opportunity to engage with more diverse texts, they will better understand multiple perspectives and achieve higher levels of learning.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Librarian, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12 Details	Reviews			
<p>Strategy 12: A PME team of 6 educators will participate in a professional learning cohort with the National Alliance for Partnerships in Equity to learn about, identify, and mitigate racial and gender micromessaging in learning.</p> <p>Strategy's Expected Result/Impact: Increased awareness and reduction of micromessaging, which will increase student agency in learning and provide students more fair and equitable educational experiences.</p> <p>Staff Responsible for Monitoring: Principal, NAPE Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 2: Presidential Meadows Elementary will increase attendance from 97.08% to 98% through relevant and rigorous learning for all students.





Evaluation Data Sources: Student attendance data will be monitored by PEIMS reports as well as districts reports. End of year reporting in Skyward Information System

Strategy 1 Details	Reviews			
<p>Strategy 1: Presidential Meadows will establish an attendance policy, committee and system to monitor attendance weekly. The committee will monitor absences and tardies.</p> <p>Strategy's Expected Result/Impact: Attendance data (daily, weekly, and after each grading period)</p> <p>Staff Responsible for Monitoring: Assistant Principal Attendance Clerk Parent Liaison Counselor District Support Staff</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Presidential Meadows will implement rewards for students who maintain excellent attendance such as, an attendANCE each semester, certificates every grading period, etc.</p> <p>Strategy's Expected Result/Impact: Attendance data (daily, weekly, and after each grading period)</p> <p>Staff Responsible for Monitoring: Assistant Principal Attendance Clerk Parent Liaison Counselor District Support Staff</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.





Performance Objective 3: Presidential Meadows Elementary will improve the culture to promote teaching and learning for all students and educators by decreasing disciplinary incidences.

Evaluation Data Sources: Skyward student discipline data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Presidential Meadows will establish a Catch a compliment incentive program in which students are rewarded for positive social interactions and behaviors when they are demonstrated.</p> <p>Strategy's Expected Result/Impact: Decreased number of referrals and suspensions, both in school and out of school</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PE Coach Counselor Foundations Committee</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Presidential Meadows will increase and expand Eagle Bucks Store program in which students can earn Eagle Bucks to purchase prizes for demonstrating positive behaviors that are directly correlated to the IB Learner Profile.</p> <p>Strategy's Expected Result/Impact: Decreased number of referrals and suspensions, both in school and out of school</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Foundations Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 4: Presidential Meadows Elementary will reach high levels of student achievement by supplementing daily learning opportunities with relevant learning experiences inside and outside of the classroom.

Strategy 1 Details	Reviews			
<p>Strategy 1: Presidential Meadows will allot monies for each grade level to fund transportation (Manor buses) and/or fees for two standards based, educational field trips.</p> <p>Strategy's Expected Result/Impact: Documented field trip request and follow-up lesson plans</p> <p>Staff Responsible for Monitoring: Senior Administrator Team Leaders Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Presidential Meadows will increase student participation in Chess, UIL Academic, and Robotics competitions by creating opportunities to practice during school hours.</p> <p>Strategy's Expected Result/Impact: Scheduled opportunities to showcase students, Master schedule outlining time during the day, and parent communication</p> <p>Staff Responsible for Monitoring: UIL/Robotics Coaches UIL Coordinator Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: PME will involve students in daily morning announcements and will begin a student-led and produced daily newscast by Spring 2020-21.</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 5: Implement the International Baccalaureate (IB) Primary Years Programme (PYP) which aims to help students develop the skills, knowledge and attitudes they need to excel not only in their studies, but also in their personal growth.

Evaluation Data Sources: Sign in sheets, agendas, and calendar including trainings and planning days by grade level and content will serve as measure to monitor.

Strategy 1 Details	Reviews			
<p>Strategy 1: Presidential Meadows will develop students academic, social and emotional well-being, focusing on international-mindedness and strong personal values by planning transdisciplinary themes that incorporate local and global issues into the curriculum.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PLC Facilitator IB Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Presidential Meadows will purchase resources and materials to improve how students learn and how educators teach, using the principles and practice of PYP with a emphasis on inquiry-based learning to transform our school's community and culture.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PLC Facilitator IB Coordinator</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: PME will purchase and provide materials to establish interactive IB portfolios for all students K-5th Grade. PME will also host student-led conferencing to share their goals and learning at least 2 times per school year.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: PME will follow the IB framework and units of inquiry by providing required planning and reflection days for each unit of inquiry in grades K-5 nd including single subject teachers in 2020-21 and beyond to enhance collaboration and transdisciplinary teaching.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: PME leadership and staff will visit other campuses in central Texas successfully implementing the IB PYP at least 4 times in the 2020-21 school year.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: PME IB Coordinator will participate in a monthly PLC with IB and GT colleagues and counterparts in MISD.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: PME will provide new and veteran teaching staff, leadership, and others professional development by IBO and participation in the IB Community including category 1-3 trainings, TIBS roundtables, and IB World Conference.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: PME will add the services and support of a certified Gifted and Talented teacher who will serve in PLC's and in a classroom push-in model, as aligned to the IB approach and framework for inclusive learning.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: PME will purchase and utilize Toddle to ensure the aligned planning of high quality, TEKS and concept driven transdisciplinary units of inquiry in all grade levels.</p> <p>Strategy's Expected Result/Impact: Alignment of TEKS and transdisciplinary themes will result in higher levels of student achievement.</p> <p>Staff Responsible for Monitoring: Principal, IB Coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 10 Details	Reviews			
<p>Strategy 10: PME will continue to implement a constructivist and inquiry approach to teaching by utilizing master inquiry teacher Kath Murdock's book, <i>The Power of Inquiry</i>, by providing a copy to all teachers and using this as a framework for PLC planning, as well as resource for faculty professional development.</p> <p>Strategy's Expected Result/Impact: Enhanced understanding of inquiry teaching and as a result, improved student learning.</p> <p>Staff Responsible for Monitoring: Principal, IB Coordinator.</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 11 Details	Reviews			
<p>Strategy 11: To further enhance PYP implementation and specifically address IB feedback and Matters to be Addressed in 2020-21 school year, PME will:</p> <p>~Review and conduct a deep dive into understanding of the Assessment Policy</p> <p>~Explicitly cover the components of the Assessment Policy in ongoing parent virtual meetings via Coffee with the Principal and other virtual events</p> <p>~Regularly and routinely explore and evaluate the assessment practices in PLC lesson and unit planning and ensure alignment among Assessment Policy and daily practices.</p> <p>Strategy's Expected Result/Impact: Increased understanding and consistent implementation of PME Assessment Policy</p> <p>Staff Responsible for Monitoring: Principal, PYP Coordinator, Coaches</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12 Details	Reviews			
<p>Strategy 12: To further enhance PYP implementation and specifically address IB feedback and Matters to be Addressed in 2020-21 school year, PME will:</p> <p>~Structure all IB unit planning sessions to include single subject teachers in Art, Music, PE, Library, Language and</p>	Formative			Summative
	Oct	Jan	Mar	May

Culture
 ~Structure agendas to intentionally allocate time in grade level and CAMP team PLC's for collaborative discussion regarding the implementation of current units of inquiry in all contents daily.
 ~Allocate time in bi-monthly faculty professional development for collaboration of classroom and single subject teachers to conduct mid-unit checkins, discuss, and refine unit implementation as needed in all contents.

Strategy's Expected Result/Impact: More authentic collaboration in the building and implementation of units of inquiry in all classrooms; Greater implementation of transdisciplinary learning for all students.

Staff Responsible for Monitoring: Principal, PYP Coordinator, Instructional Coaches

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: The principal will send a weekly update to notify/inform staff of the calendar events (who, where, when, what) for the week.

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 2: PME will communicate with all stakeholders in a variety of ways to promote transparency as well as parent/community involvement.

Evaluation Data Sources: Communication artifacts, sign in sheets, blackboard, website, emails, Class Dojo, etc.

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.





Performance Objective 3: By the end of December 2021, PME will have an established student news broadcast team that will deliver the daily announcements to all PME staff, students, and stakeholders.

Evaluation Data Sources: Daily posting link on website

Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.





Performance Objective 1: Presidential Meadows Elementary will reach high levels of student achievement through by engaging with families and community members.

Strategy 1 Details	Reviews			
<p>Strategy 1: Presidential Meadows Elementary will host fall and spring Literacy days and Book Character Parade for students and families. Books will be distributed to every student and family.</p> <p>Strategy's Expected Result/Impact: MVRC results, DRA2 data, STAAR results, district benchmarks and CBA, district and campus walkthrough data</p> <p>Staff Responsible for Monitoring: Parent Diversity Committee Literacy Coach Parent Liaison Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Presidential Meadows Elementary will host at least 2 community events such as Flashlight Reading Party , Fall Festival, Monthly Student Performances, and Math and Science Night</p> <p>Strategy's Expected Result/Impact: Increased involvement including attendance to events and volunteers.</p> <p>Staff Responsible for Monitoring: Parent Diversity Committee Parent Liaison Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Presidential meadows will hire a Parent Liaison to provide parent engagement activities, recruit parents for involvement, and support grant, campus & district initiatives.</p> <p>Strategy's Expected Result/Impact: Increased involvement including attendance to events and volunteers.</p> <p>Staff Responsible for Monitoring: Federal Programs Director Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: PME will establish a baseline attendance for parent involvement events in 19-20 and will increase the number and frequency of attendance and events by 10% in 2020-21. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: PME will establish an interest and exploration group to bring the Watch Dogs, Dads of Great Students, program to the campus.	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 1: Presidential Meadows Elementary will reach high levels of student achievement by increasing all students access to technological devices.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have access to technology resources, including access to iPads and Just Stands for learning and instruction in every classroom and virtually for online learning. Students will have the capability to be assigned devices for learning both at school and home.</p> <p>Strategy's Expected Result/Impact: Inventoried technology resources by classroom by teacher, lesson plans outlining usage, walkthroughs.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Librarian Classroom Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 1: Conduct a campus walkthrough with Facilities internally and externally to determine building improvement needs (3 times a year.)

Evaluation Data Sources: Work order (completion status)

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 2: Determine classroom furniture and supply needs for additional classrooms added to PME.

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 3: Update the current marquee to a digital marquee.





Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: Presidential Meadows Elementary will reach high levels of student achievement by developing a rigorous and needs based professional development program for all teachers, administrators, and support staff.

Evaluation Data Sources: Sign in sheets, agendas, and calendar including weekly trainings by grade level and content will serve as measure to monitor.

Strategy 1 Details	Reviews			
<p>Strategy 1: Presidential Meadows will provide opportunities for administrators, teachers and support staff to attend Region XIII training, professional development seminars and workshops to increase their knowledge and improve instruction.</p> <p>Strategy's Expected Result/Impact: Registrations, documented opportunities to share training with staff, weekly PLCs and professional development documents such as agendas, sign-in sheets, etc., and observations</p> <p>Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PLC Facilitator Literacy Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Presidential Meadows will allocate funds and make available opportunities for conferences and seminars for teaching faculty and administration.</p> <p>Strategy's Expected Result/Impact: Weekly PLCs and professional development documents such as agendas, sign-in sheets, etc., and observations</p> <p>Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PLC Facilitator Literacy Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Presidential Meadows will conduct purposeful planning sessions, on every campus professional development day, and weekly, with all teachers and staff.</p> <p>Strategy's Expected Result/Impact: Weekly PLCs and professional development documents such as agendas, sign-in sheets, etc., and observations</p> <p>Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PLC Facilitator Literacy Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus leadership and teacher leaders selected will provide bi-monthly professional development on best practice teaching and education and entire faculty based on John Seidlitz's Sheltered Instruction, Paret and Budge's High Performing, High Poverty Schools, and Kenneth Williams' PLC Framework.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Literacy Coach Librarian</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Presidential Meadows Elementary will establish a professional library for teacher and staff checkout and use that includes books, periodicals, and publications relevant to best practice, research based instructions, student culture and identity, and special needs students, including Gifted and Talented, Special Education, and English Language Learners.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Literacy Coach Librarian</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: PME Staff will be provided monthly, confidential opportunities to provide feedback. These results will be reviewed by leadership and adjustments made monthly based on this feedback. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: PME Instructional Leadership team will participate in The Distance Learning Playbook professional development and book study to support best practices in the virtual instructional setting. Strategy's Expected Result/Impact: Improved student learning in the virtual setting. Staff Responsible for Monitoring: Principal, Assistant Principal, IC's Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Presidential Meadows Elementary will reach high levels of student achievement through in class, afterschool, and PLC instructional support by our instructional coach Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Instructional Coach - Title I, Part A - \$57,000	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Though PME made significant gains in student progress and closing achievement gaps, the campus continues to perform below many demographically similar schools in the official campus comparison groups. Root Cause: There is improvement needed in the delivery of high yield, best practice instructional methods for all students.
Student Learning
Problem Statement 1: Students at PME are underperforming as compared to state and district averages. Root Cause: There is improvement needed in the delivery of high yield, best practice instructional methods for all students.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

PME conducts a comprehensive needs assessment annually to implement continuous improvement based on the Effective Schools Framework and the International Baccalaureate Framework that includes:

Staff, student, and family survey information

State Demographic and Student Achievement data

Local student achievement data

Feedback on school structures and processes from IBO

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

PME's two year campus improvement plan is a living document that is developed and refined ongoing with the input and support of teachers, staff, students, and families. PME implements an IB Primary Years Program Campus Improvement Committee who will meet to review the plan ongoing from October 2020-May 2021 to assess progress and implementation and provide input.

2.2: Regular monitoring and revision

The PME PYP improvement committee will meet in October/November 2020, January 2021, March 2021, and May 2021 to monitor the implementation of the campus improvement plan, provide input, and collaborate in this process.

2.3: Available to parents and community in an understandable format and language

All PME PYP CIP meetings are conducted with the availability of English and Spanish translation for all committee members who may need this.

2.4: Opportunities for all children to meet State standards

All students at PME in grades Kinder through 5th grade are provided access to their grade level TEKS through 4-6 transdisciplinary unit themes which are collaboratively developed with teachers, coaches, IB coordinator, and administration. These units of study address the state standards as well as the IB learner profile, approaches to learning, key concepts, and transdisciplinary learning. PME students are frequently assessed both formatively and summatively by a variety of the following: performance assessments, written campus based assessment, campus PLC formative assessment, district math and reading diagnostic screeners, state assessment, and rubric based learning. All types of formative and summative assessment are anchored in the Texas Essential Knowledge and Skills and English Language Proficiency Standards.

2.5: Increased learning time and well-rounded education

PME's Title I and instructional programs are aligned with the highly rigorous standards of the International Baccalaureate Organization and include a transdisciplinary, multi-lingual educational approach for all students.

2.6: Address needs of all students, particularly at-risk

All PME Title I programs and expenditures benefit all students. These include the funding of an instructional coach, supplies for the planning and implementation of transdisciplinary units of inquiry, technology, parent engagement events, and tutoring.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

PME's Parent and Family Engagement policy is reviewed at the fall and spring Title I nights and at student-led conferences. It is available on the school website and is sent out in October in hard copy and email. Copies are also kept ongoing in the front office and parent support room on the campus.

3.2: Offer flexible number of parent involvement meetings

For 2020-21, a variety of parent involvement opportunities, such as Title I night in fall and spring, Coffee with the Principal, parent workshops, and student-led conferencing will be provided virtually. These will also be provided in the evenings and at a variety of other times to accommodate family and caregiver work schedules.