

# LACY ELEMENTARY SCHOOL

## CAMPUS IMPROVEMENT PLAN

Board Approved on May 20, 2024



2024 - 2025

CAMPUS SITE-BASED DECISION-MAKING COMMITTEE

# 2024-2025

## **ADMINISTRATION**

Kathryn Moore, Principal/Chairperson  
Megan Rice, Assistant Principal  
Cynthia Smith, Counselor  
Jason Bellows, Testing Coordinator

## **TEACHER REPRESENTATIVES**

Carrie Lindsey  
Sheri Kemp  
Kathryn Derosé  
Amy Elsbury  
Myia Billy  
Juliet Bates  
Holli Harris  
Jatalia Smith

## **PARENT REPRESENTATIVES**

Lauren Conroy – PTO President

## **BUSINESS REPRESENTATIVES**

Maria Nunez – Paeteria Villarreal

## **COMMUNITY MEMBERS**

Claudia Mercer – Heart & Soul Church

**LACY ELEMENTARY SCHOOL – PRINCETON INDEPENDENT SCHOOL DISTRICT**

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**SCHOOL YEAR: 2023-2024**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• Current and prior campus and district improvement plans –</li> <li>• TAPR Reports</li> <li>• TEA School Report Card 2021-2022 &amp; 2022-2023</li> <li>• PIEMS data (Race, Ethnicity, Special Education, Economically Disadvantaged, Attendance, At – Risk, ELL, LEP, Bilingual, Section 504, Gifted and Talented, Dyslexia Data, Response to Intervention (RTI), Discipline Records, Class size averages by grade)</li> <li>• Campus Student Enrollment Summary Report</li> <li>• State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results.</li> <li>• STAAR ELL Progress Measure data –</li> <li>• Texas English Language Proficiency Assessment System (TELPAS)</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<p>1. Student Enrollment:                      African American- 22.4%                      Hispanic-33.3%                      White- 35.2%                      American Indian- 0.4%                      Asian 5.1%                      Pacific Islander- 0.0%                      Two or More Races- 3.6%</p> <p>2. Sub Groups                      Dyslexia 3.1%                      At Risk 52.2%                      Special Education 21.5%                      English Learners 23.3%                      Economically Disadvantage 59.1%                      Non-Educationally Disadvantaged 40.9%                      Gifted &amp; Talented 4.9%</p>	<ul style="list-style-type: none"> <li>• Students “At Risk” increased from 46.6% in 2022 to 52.2% in 2023</li> <li>• LEP student’s enrollment increased slightly from 21.5% in 2022 to 21.8% in 2023.</li> <li>• Special Education increased from 20.4 to 21.5% in 2023.</li> <li>• Students with Disabilities percentages increased in the areas of: Autism from 25.4% in 2022 to 28.4% in 2023, and decreased in Intellectual Disability from 30.2% to 20.6%.</li> <li>• Attendance percentages decreased to 94.8% for 2023 from 96.5%</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to explore and provide valuable resources for intervention with at risk and dyslexia students.</li> <li>• Changes will be made to the master schedule to maximize time allotment for Dyslexia, ARI and AMI services.</li> <li>• Increase and promote attendance awareness amongst parents and students in relation to student’s academic achievement.</li> <li>• Implement attendance incentives to encourage student attendance including Class Attendance Flags, Attendance Lottery, Game Room, Glow in the Dark Listening Party.</li> <li>• Continue with Comprehensive School Counseling Program will be established during the 2023-2024</li> </ul>

			<p>School year where counselors will increase attendance through guidance lessons, incentives, and counseling.</p> <ul style="list-style-type: none"> <li>• Continue to increase staff diversity to closely represent student’s population and needs.</li> <li>• Continue to explore and arrange professional development classes, ongoing training, and meetings regarding EL teaching strategies, vocabulary development, Dyslexia learning strategies, Classroom Management, Enhancing Positive Behaviors, integrating higher order of thinking questions, Effective Integration of English Language Proficiency Standards (ELPS) to the content areas, Understanding the IEP and ARD Process.</li> </ul>
<p><b>Student Achievement</b></p>	<p>1. Lacy Elementary is Rated A according to the 2022 School Report Card, and receiving two Distinctions Designations for Academic Achievement in Science and Top 25% Comparative Closing the Gaps.</p> <p>TAPR Results</p> <ul style="list-style-type: none"> <li>• Student Achievement 83% (B)</li> <li>• School Progress 88% (B)</li> <li>• Closing Gaps 96% (A)</li> <li>• Overall Rating 90% (A)</li> </ul> <p>2. Targeted Improvement Goals will continue to be developed at the beginning of the 2023-2024 School Year to address deficiencies in Academic Achievement and Growth for 4<sup>th</sup> and 5<sup>th</sup> grade Reading and Math subjects.</p> <p>3. 2022-2023 Comparison TELPAS Results – Percentage of students to decrease in proficiency</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> grade 16%</li> <li>• 3<sup>rd</sup> grade 0%</li> <li>• 4<sup>th</sup> grade 16%</li> <li>• 5<sup>th</sup> grade 20%</li> </ul>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade STAAR RESULTS Reading In comparison with 2022 and 2023, Reading percentages went down at the Masters, Meets and Approaches levels for all of 3<sup>rd</sup> grade. to 15%.</li> <li>• 3<sup>rd</sup> Grade STAAR RESULTS Math 3<sup>rd</sup> grade Overall students’ percentages went up on one level from 16% in Masters to 17%, and down in Meets from 49% to 46% and Approaches from 80% to 72%.</li> </ul> <p>4<sup>th</sup> Grade STAAR RESULTS Reading In comparison with 2022 and 2023, Reading percentages went up in all levels. Additional interventions will be given to Economically Disadvantaged, EL’s students and SPED to continue growth.</p> <p>4<sup>th</sup> Grade STAAR RESULTS Math In comparison with 2022 and 2023, Math percentages went up in all levels with the exception of Masters that went down from</p>	<ul style="list-style-type: none"> <li>• Continue to work on the targeted improvement goal for Lacy - assisting 75 % of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students meet or exceed the targeted score in order to show accelerated growth in both Reading and Math on the State assessment – STAAR.</li> <li>• Work on increasing scores on 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students who scored approaches and meets grade levels or above on STAAR Math and Reading</li> <li>• We will continue to utilize the 2nd and 3rd grade Bilingual ELAR program, to give our EL students extra support.</li> <li>• We will continue to pre-teach vocabulary in all subjects and will serve the students through accelerated reading/guided reading and math instruction.</li> </ul>

		<p>23% to 20%. The Target will be to increase students' percentages at the Approaches, Meets and Master levels.</p> <p>5<sup>th</sup> Grade STAAR RESULTS- Reading Increase in all levels with the exception of Approaches which decreased from 89% to 80%. Continue to have interventions to increase growth.</p> <p>5<sup>th</sup> Grade STAAR RESULTS-Math Decrease in all levels. Continue to have interventions to increase growth.</p> <p>2022-2023 Comparison TELPAS Results – Percentage of students to decrease in proficiency</p> <ul style="list-style-type: none"> <li>Grade 2 54%</li> </ul>	<ul style="list-style-type: none"> <li>The bilingual teachers will work collaboratively with the ARI and AMI teachers in an ongoing basis to decide the intervention plans for these students.</li> <li>Teachers will utilize hands-on activities to ensure high levels of student engagement which will help all students to make real world connections across all subjects.</li> <li>Increase rigor for higher order of level questioning.</li> <li>Continue with training and prep for Sharon Wells math program</li> <li>ARI/AMI push-in during resource math and reading classes twice a week.</li> <li>Continue to implement new and innovating Math and Reading learning strategies with the help of Instructional Coaches.</li> <li>Research computer testing skills strategies to assist students on improving their skills in preparation for STAAR Online.</li> <li>Continue with team data meetings every 9 weeks to identify students' academic gaps and needs.</li> </ul>
<p><b>School Culture and Climate</b></p>	<ol style="list-style-type: none"> <li>Dual teacher/parent conferences from the beginning of the year.</li> <li>Presented the School Compact with parents in scheduled meetings.</li> <li>Staff and vertical team meetings with open discussions for climate.</li> <li>Principal/Teacher nine weeks data meeting.</li> <li>Grade Level weekly meetings.</li> <li>Teacher Appreciation Committee</li> <li>PTO Meetings</li> <li>HALLS for whole school behavior system</li> <li>Positive Office Referrals</li> <li>Principal of the Day Award</li> <li>Consistent Behavior Committee</li> <li>Assemblies - 1 per 9 weeks</li> <li>More communication - Smore, email, Remind, Facebook, etc.</li> <li>Team Building</li> </ol>	<ul style="list-style-type: none"> <li>Increase extracurricular activities</li> <li>Teacher guided leadership academies</li> <li>Increase teacher appreciation activities</li> <li>Increase parent involvement activities</li> <li>Increase Professional Development for Teachers at the Campus level</li> <li>Increase PTO support from staff and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Lacy will continue to partner with local police and fire departments to have volunteers come twice a month to eat lunch with the students in the cafeteria. An increase in the presence of authority on campus will hopefully increase the feeling of safety for students.</li> <li>Implement Ron Clark's House System</li> <li>Implement teacher committees to create buy in to new initiatives and activities such as: Culture Committee, Instructional Leadership Team, Discipline &amp; Behavior Team</li> </ul>

	<ol style="list-style-type: none"> <li>15. Additional Time to Plan</li> <li>16. Students getting to watch music program final rehearsals (maybe tied into assemblies?)</li> <li>17. Talent Show, Pep Rallies</li> <li>18. Flow chart for who to go to for what (staff)</li> <li>19. Picture Directory w/ teachers/staff, names, positions</li> <li>20. Monthly things for teachers - National Day fun</li> <li>21. HALLS procedure in teacher handbook</li> <li>22. Continuing to build up teacher staff and morale coordinated with national days or stressful times...etc...</li> <li>23. Student Council</li> </ol>		<ul style="list-style-type: none"> <li>• Implement programs to correlate with PTO meetings to showcase student talents and increase PTO attendance such as: Poetry Night, WAX Museum, Stem Night, Curriculum Nights, etc...</li> <li>• Implement Peer Mediators and weekly SEL lessons in every classroom</li> </ul>
<p><b>Curriculum, Instruction, Assessment</b></p>	<ol style="list-style-type: none"> <li>1. Sharon Wells Math - aligned curriculum and testing 2-5.</li> <li>2. Tracking reading levels. (Implementation of-NWEA MAP</li> <li>3. BOY, MOY &amp; EOY Assessments</li> <li>4. ARI/AMI/BIL push in and pull out for maximizing hands on support.</li> <li>5. Pridetime-45 60 mins a day to pull out, tutoring for all students.</li> <li>6. Teachers have flexibility in how they teach their concepts.</li> <li>7. All teachers provide tutoring between 2 to 4 days a week Either from 7:30 to 8:00am or from 4:05- 4:40pm.</li> </ol>	<ul style="list-style-type: none"> <li>• Vertical Alignment of curriculum with planning across grade levels during summer academies and throughout the year.</li> <li>• Continue the Implementation of guided reading for all levels.</li> <li>• Teachers trained on how to disaggregate their data from 9 weeks tests to build lessons and tutoring.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers need to utilize Curriculum Mapping to fully understand the TEKS for their specific grade level/class and assist with vertical alignment.</li> <li>• Training for guided reading as it applies to each grade.</li> <li>• Reading Night/Math Night to train parents in how to assist learners.</li> <li>• Continue to utilize Coaches to systematically support all teachers in aligning curriculum, instruction and assessment.</li> <li>• Teachers go through PD to learn about data analysis.</li> <li>• Implement Really Great Reading with fidelity in grades K-2 to increase phonemic awareness.</li> <li>• Utilize data from NWEA MAP tests to inform instruction</li> <li>• Research purchasing Lexia for 3<sup>rd</sup>-5<sup>th</sup> grade students struggling to read</li> <li>• Utilize the ULS system for instruction of our Life Skills Students</li> <li>• Continue to implement X Factor competition among 3<sup>rd</sup>-5<sup>th</sup> grades to increase automaticity in multiplication</li> </ul>

<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>1. The Watchdog &amp; WatchMom programs.</li> <li>2. Family Nights.</li> <li>3. PALS from the high school.</li> <li>4. Onion festival, Trunk or Treat, Veteran’s Day.</li> <li>5. Collaboration with TSO/ Walmart optometrist to do vision screen on all students</li> <li>6. Mason Lodge dental hygiene presentation and free toothbrush packets to the students</li> <li>7. PTO and teachers organizing family nights.</li> <li>8. PTO encouragement and support from Lacy Staff.</li> <li>9. Students Family Engagement activities- one per semester.</li> <li>10. Career Fair for K-5</li> <li>11. Flower Garden – Heart &amp; Soul Church</li> <li>12. Parent Activities; Thanksgiving Lunch, Grandparents’ Day, Holiday Parties, Field Day, Sneaker Ball, LS Ice Cream Social</li> </ol>	<ul style="list-style-type: none"> <li>• Widely available advertisement from the city to the parents of local events</li> <li>• Additional Family events such as game night, family outings (park visits, movies at the theater, dinner places in Princeton)</li> <li>• More parent volunteer opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with Activities after school where the entire family can participate together, such as: Family game night (bring your own board games to share) Run club in the afternoon Reading under the stars Family reading night Painting nights Glow in the dark dance Cake Walk with Books</li> <li>• Create activities and opportunities for parents to volunteer and give a Volunteer of the Month award.</li> <li>• Implement programs to correlate with PTO meetings to showcase student talents and increase PTO attendance such as: Poetry Night, WAX Museum, Stem Night, Curriculum Nights, etc...</li> </ul>
<b>School Context &amp; Organization</b>	<ol style="list-style-type: none"> <li>1. Strong mentor program for first year teachers.</li> <li>2. Lead teacher input of Master Schedule.</li> <li>3. Instructional Coaches (higher grades).</li> <li>4. Grade Level Meetings.</li> <li>5. Before &amp; After School Tutoring Program.</li> <li>6. Parent Communication (Remind, Bloomz, Class Dojo, etc...).</li> <li>7. District Daycare</li> <li>8. Campus Facebook Page</li> </ol>	<ul style="list-style-type: none"> <li>• Buddy Teachers for teachers new to Princeton</li> <li>• Improving morning program by implementing clubs and structured activities</li> <li>• After school program</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use of Instructional Coaches at the lower level (PK -2)</li> <li>• Include teachers input when creating and/or adjusting Master Schedule.</li> <li>• Continue to explore reading programs to increase comprehension for all students.</li> </ul>
<b>Technology</b>	<ol style="list-style-type: none"> <li>1. Document camera in every room.</li> <li>2. Projector in every room.</li> <li>3. Teacher computer in every room.</li> <li>4. Three Chromebooks in every class.</li> <li>5. Interactive Smart boards in Special Education classrooms.</li> <li>6. Opportunity for Technology/Teacher proposal grants in district.</li> <li>7. Addition of Chromebook carts one for each grade level mobile carts of Chromebooks/IPADS for teachers to use with a whole class.</li> <li>8. Additional Chromecarts for testing</li> <li>9. 2 teachers awarded Smart Boards through district teacher proposals</li> </ol>	<ul style="list-style-type: none"> <li>• Regular scheduled trainings are needed to effectively use technology.</li> <li>• Offer Teacher’s training in technology usage and applications to assist others with less experience. Examples of needed training include Kahoot, Prodigy, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Provide scheduled training</li> <li>• Explore the opportunity for teacher to train others on how to use different applications.</li> </ul>

# Action Plan Priority List 2024-2025

## 2024 - 1: Provide for Safe and Secure Schools

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Utilize school marshal, Behavior Specialists and district LPC's	Campus Principals and Counselor	Annually	Local Funding	Marshalls and Counselors Provided	Safety Records Security Incidents	
Provide Anti-Bullying Programs	Campus Principals	Annually	Campus Funds	Program Schedules	Incidents of Bullying	
Implement additional discipline procedures for bullying, especially repeat offenders	Campus Principals Counselor	Annually	Local Funding Investigation of other programs	Bullying Discipline Procedures	Incidents of Bullying	
Provide Parent Training for prevention and coping of bullying	Campus Counselors Counselor	Annually	Local Funding Investigation of other programs Email / Text Notices	Records of Parent Attendance	Incidents of Bullying	
Provide Elementary with High School Student Mentoring Plan	Asst. Supt. Elementary & Secondary Curriculum	Annually	PHS PALS students	Mentoring Records	Incidents of Bullying	
Provide Online Parent Training accessible on campus counselor webpages	Campus Counselors	2022-2023	Local and Federal Funding Online Incentives	Trainings Offered	Trainings Viewed	
Emphasize and recognize kind behavior	Principal, Counselors and Teachers	Annually	Local Funding	Observations and reward count	Incidents of Kindness	
Continue to promote good character traits activities every month.	Principal, Counselors and Teachers	Annually	Local Funding	Observations and reward count	Incidents of Kindness	
Increase security presence at events	Principal, Asst. Principal, Marshal	Annually	Marshal	Marshal Provided	Improved security	
Promote positive interactions between students and SRO/Marshals by providing student education on various topics such as safety, positive decision-making, and aspects of the law	Principal, Asst. Principal, Marshal	Annually	SRO/Marshal	Training Provided	Positive student SRO/Marshal interactions	
Partner with local police and fire departments to have volunteers come twice a month to eat lunch with the	Principal, Asst. Principal, Marshal	2024-2025	Princeton Police & Fire Dept.	Observations	Positive student interactions	



students to increase the familiarity and feeling of safety for students.						
--	--	--	--	--	--	--

# Action Plan Priority List 2024-2025

## 2024 - 2: Improve Student Performance on State TELPAS and New STAAR Writing Responses- ECR and SCR.

Strategies	Responsibility	Time Line	Resources	Formative	Summative
Utilize a consistent method of teaching writing process, which bases lessons on the TEA writing grading criteria ECR and SCR.	Asst. Supts. Curriculum Instructional Coaches	Annually	Teachers, Instructional Coaches	ECR AND SCR'S Writing Samples	STAAR and TELPAS Results
Conduct writing conferences throughout the nine weeks for STAAR Writing responses ECR and SCR.	Teachers Instructional Coaches	Each nine weeks	Writing Prompts, Rubric	Rubric Scores	STAAR Results
Utilize District Writing Rubrics	Teachers	Annually	Writing Rubric	Rubric Scores	STAAR Results
Conduct Leveled Writing Labs during Pride Time for STAAR Writing responses	Teachers	Annually	Writing Lab Time	Writing Samples	STAAR Results
Increase experience base on what to write about	Teachers	Annually	Virtual Field Trips	Writing Samples	STAAR Results
Utilize Writing PLC's	Campus Principals	Annually	Conference	PLC Schedule	STAAR Results
Spiral Grammar Rules in Elementary	Teachers	Annually	Grammar Rules	Unit Lessons	STAAR Results
Collaborate with instructional coaches to help teachers address struggling students	Teachers	Annually	Teachers, Instructional coaches	Nine-Week Test	STAAR Results
Utilize Language Scores from NWEA MAP testing BOY and MOY to guide instruction and intervention with 2 <sup>nd</sup> -5 <sup>th</sup> grade students	Principals Teachers Instructional Coaches	2024-2025	NWEA Map Data Instructional Coaches Principals	MAP Growth Data Nine Weeks Tests	STAAR Results
The bilingual teachers will work collaboratively with the grade level teams, homeroom teachers, ARI and AMI to provide TELPAS practice and intervention plans for these students.	Principals Teachers BIL Teachers	2024-2025	BIL Teachers Gen Ed Teachers ARI/AMI Cambium Practice Site	MAP Growth Data Nine Weeks Tests	TELPAS Results

# Action Plan Priority List 2024-2025

## 2024 - 3: Investigate and Implement Strategies to address the achievement gap

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Use transition time between early morning program and class time to capture time with struggling students	Teachers	Annually	Local Funds	Morning academic activities	Reduced gap in student scores	
Provide services that address social emotional gaps/concerns, including social media issues, resulting from isolation during the pandemic.	District LPC Campus Counselors	Annually	Local Funds Possibly Pride Time Once Per Week	Student Referrals	Counseling Records	
Recruit parent volunteers to work with small group of students during non-instructional time.	Campus Principals Teachers Counselor	Annually	Local Funds	Volunteer Logs	Reduced gap in individual achievement	
Group students with similar gaps and provide math camps, ELAR camps, etc., during the school day to address areas of concern.	Teachers	Annually	Local Funds	Camp list	Reduced gap in individual achievement	
Use times of transition and lunches to provide fun facts, academic based "trivia" in all subject areas	Campus Principals Teachers Staff	Annually	Local Funds	Student Tutoring Records	Teacher Paid Hours Student Participation	
Continue to-use PALS and/or National Honor Society hours for tutoring students to fill social- emotional and academic gaps	Asst. Supt. Elementary & Secondary Curriculum Principals	Annually	Local Funds	Tutoring Logs	Student Tutor Involvement	
Investigate targeted intervention through the establishment of educational pep rallies	Campus Principals Teachers, Counselor	Annually	Local Funds	Pep-rallies held	Student Participation	
Compile activities for identified gaps in labeled folders (A, B, C) to be dispersed during center rotations. Students with similar gaps are assigned to work on the folder labeled with their corresponding an area of need.	Teachers	Annually	Local Funds	Student Participation	Reduced gap in individual achievement	
Investigate setting up review centers and workstations, rotating objectives and skills for students to access during designated times.	Teachers	<b>2024-2025</b>	Local Funds	Student Participation	Reduced gap in individual achievement	

Continue to provide resources for parents to help reduce the gap at home (10 things to do in 10 minutes, parent cheat sheets, helpful apps, etc.)	Teachers	Annually	Local Funds	Resource List	Parent Involvement Reduced gap in individual achievement	
Provide Family and Parent Engagement nights to introduce parents to activities and apps that can be used at home to support concepts learned at school.	Campus Principals	Annually	Local Funds	Agendas Parent Sign-In Sheets	Parent Involvement	
Continue with the implementation of HB1416 Remediation Services to students who do not pass STAAR	Campus Principals, Teachers	Annually	Local Funds	Students' Progress Sheet	Reduced gap in individual achievement	
Utilize Reading, Math and Language Scores from NWEA MAP testing BOY and MOY to guide instruction and intervention with K-5 <sup>th</sup> grade students	Principals Teachers Instructional Coaches	2024-2025	NWEA Map Data Instructional Coaches Principals	MAP Growth Data Nine Weeks Tests	STAAR Results EOY MAP Growth	

# Goal 1: Excel in State & Local Assessments

**Obj. 1.1:** Each student will achieve “Masters” or improve his or her scores on the STAAR tests

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Administer Common Nine-Week test. The fourth nine weeks EOY tests will be cumulative and used as the student growth measure pretest/posttest for some TIA teacher groups. BOY tests will be administered for subjects that were not tested the prior year.	Campus Testing Coordinator Principals Teachers	Last 3 days of each Nine-Weeks	Vetted District-created tests	<u>Min. Standards</u> 90% Approaches 60% Meets 30% Masters Student Growth	Assessment Results STAAR Results	
Administer early literacy and early math assessments and track progress PK-2. BOY and EOY will be used as pretest and posttest for TIA growth measure	Elementary Curriculum Department Elementary Principals	BOY MOY EOY	Circle TX Kea TPRI (or MAP – TBA)	Student Growth	Assessment Results	
Investigate MAP testing	Elementary and Secondary Curriculum Departments	Elem. 2024-2025 Secondary - TBA	NWEA	Cost-benefit Analysis	Decision Reached/Purchase of Product	
Require accelerated instruction, remediation time or double blocked classes for all students not passing any portion of the STAAR Test. (HB1416)	Principals	Weekly to begin by the 3 <sup>rd</sup> week of the year.	Remediation Software	Nine-week grades Nine-Week Test	STAAR Results	
Administer Practice STAAR and STAAR Test. STAAR will be used as a pretest/posttest growth measure for some TIA teacher groups.	Principals Campus Testing Coordinators Teachers	Nine weeks prior to STAAR Test	Release STAAR Tests	Practice STAAR Results	STAAR Results STAAR Progress Measure	
Disaggregate student performance data	Curriculum Department Testing Director Grade Level Mentor	After Each Test	Eduphoria	Performance Data	STAAR Results	
Provide Incentives for Students and Teachers	Principals	After Each Test	Local Funds	Nine-Week Test	STAAR Results	
Develop test taking skills	Classroom Teachers	Annually	Skills Packets	Nine-Week Test	STAAR Results	
Periodically notify parents of student’s progress on early literacy and math tests, nine-week test, and STAAR Test in a readable fashion.	Principals Teachers	After each test	Six Nine-Week Test STAAR Test	Nine-Week Test	STAAR Results	

Provide tutoring before or after school and time embedded into the school day. (HB 1416)	Principals Teachers	Annually	Lesson plans based on individual student needs	Tutoring Schedules Student Participants	STAAR Results Nine-Week Test Results	
Provide Tutoring Bus on Monday, Tuesday, Wednesday, and Thursday	Auxiliary Services Director	Daily	Local Funds	Bus Schedules	Student Riders	
Continue offering after school programs and transportation	Principals Transportation	Annually	Cost Unknown	Student Participants	STAAR Results	
Require extension time for students not achieving Masters on STAAR test	Principals Campus Testing Coord. Teachers	Annually	Extension Materials	Nine-week grades Nine-Week Test	STAAR Results	
Provide targeted intervention through campus-directed activities	Campus Principals Teachers	2024-2025	Local Funds	Activities provided	Student Participation	

# Goal 1: Excel in State & Local Assessments

## Obj. 1.2: To improve curriculum and instruction.

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Promote vertical & horizontal collaboration and alignment of curriculum & instruction	Curriculum Department Principals	Annually	Curriculum Dept.	Staff Dev. Records Curriculum Documents	Staff Dev. Records STAAR Results	
Utilize alternative types of learning spaces (Lecture Halls, Outdoor Classrooms)	Principals	Annually	Construction Funds, Bond Funds	Facilities	Scheduled Use of Facilities	
Provide small group opportunities during class to work on gaps appropriate for campus/age groups	Teachers	Annually	Local Funds	Student Group Lists	Reduced gap in individual achievement	
Offer targeted intervention through the establishment of after school social and educational clubs.	Campus Principals	Annually	Local Funds	Club Offerings	Student Participation	
Emphasize and provide staff development for the integration of technology in instructional and administrative programs	Curriculum Department Technology Director	Annually	Technology Dept. Technology Coach	Lesson Plans Technology sessions offered	Technology hours and badges earned by teachers	
Provide for Teacher Training Specific to Subject Area	Curriculum Department Campus Principals	Annually	Academy Days STAAR Training TEKS Team	Training Records	STAAR Results	
Provide Teachers Training on engaging lessons (Stress Autonomy, Mastery, Purpose)	Deputy Superintendent HR	Annually	In-service Days Presenters	Nine Week Tests	Student Performance	
Emphasize lab approach to science and increase lab supplies as needed	Principals	Annually	Lab Materials Lab Needs Assessments	Unit Lesson Plans Cost analysis	Science STAAR Supplies Purchased	
Emphasize Reading Proficiency at all Grade Levels	Campus Principals	Annually	Reading Materials	Lesson Plans	STAAR Results	
Integrate student-writing activities across the curriculum in a more formal manner.	Teachers Principals Curriculum Department	Weekly	Teachers	Nine-Week Test Nine-Weeks Grades	STAAR Results	
Utilize a consistent method of teaching and evaluating the writing process, including open-ended questions modeled after the redesigned STAAR tests.	Teachers Curriculum Department	Annually	TEA criteria/rubric The Writing Academy Outside grading of writing samples	Rubric Scores Writing Samples Nine-Week Test Nine-Weeks Grades	STAAR Results	
Conduct writing conferences throughout the nine weeks	Teachers	Each Nine-Weeks	Writing Prompts, Rubric	Conference Logs Nine-Week Test Nine-Weeks Grades	STAAR Results	

Focus Instruction and Homework on Quality not Quantity	Principals	Annually	Classroom Materials	Unit Lesson Plans	Teacher Lessons	
Emphasize Real World Application of Curriculum	Principals	Annually	Curriculum	Unit Lesson Plans	Teacher Lessons	
Provide one-to-one Chromebooks for students in grades 6-12	Technology Director	Annually	Local Funds	Quote from Vendors	Chromebooks Purchased	
Investigate the addition of more technology	Superintendent Assistant Superintendent of Finance Technology Director	Ongoing	Local Funds	Quote Received Cost-benefits analysis	Decision reached and technology purchased or declined	
Provide Classwide security program for district provided Chromebooks.	Technology Director	Annually	Local Funds	Quote Received Cost-benefits analysis	Security program purchased	
Continue to develop Instructional Coaches.	Curriculum Administrators	Annually	Staff FTE	Teachers assistance	STAAR Results	
Individually counsel all 8 <sup>th</sup> grade students on Graduation Pathways and improve communication with parents about choices. (offer more meeting options with families, provide list of pathways and elective options)	Assistant Superintendent Secondary Education District Counselors Jr. High and High School Administrators	Annually in Spring	Career Pathway Guides	Guides	Students Completing	
Orientate 5 <sup>th</sup> Grade Students and Parents to Pre-AP	Principals	Annually	Meetings	Meeting Sign In	Pre-AP Enrollment	
Provide resources for parents to support students	Teachers	Annually	Local Funds	Resource List	Parent Involvement Improved individual student achievement	
Provide Family and Parent Engagement Nights to introduce parents to activities and apps that can be used at home to support concepts learned at school.	Campus Principals	Annually	Local Funds	Agendas Parent Sign-In Sheets	Parent Involvement	
Provide review centers and workstations, rotating objectives and skills for students to access during designated times.	Teacher	Annually	Local Funds	Student Participation	Reduced gap in individual achievement	



## Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 55% by June 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
40%	44%	48%	52%	55%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current /Monitored)	Cont. Enrolled	Non-Cont. Enrolled
2023 - State	40%	43%	63%	50%	77%	45%	59%	28%	40%	49%	40%	51%	48%
2023- PISD	40%	49%	57%	*	76%	*	70%	15%	43%	52%	44%	51%	53%
2024	44%	52%	61%	*	78%	*	71%	24%	46%	54%	47%	54%	55%
2025	48%	55%	65%	*	80%	*	71%	33%	49%	56%	51%	58%	56%
2026	52%	57%	69%	*	82%	*	71%	42%	53%	57%	55%	62%	57%
2027	56%	59%	73%	*	83%	*	71%	50%	57%	58%	59%	65%	58%

### Early Childhood Literacy Professional Development Plan

1. All teachers PK-2 will be provided initial or refresher training in the components of our newly adopted phonics curriculum, Really Great Reading.
2. All newly hired teachers and administrators K-3 who have not completed The Science of Reading Academies will do so in the 24-25 school year.
3. All Pre-K, Kinder, 1st, and 2nd grade teachers will administer diagnostic assessments 3 times per year and analyze data with the support of the ELAR instructional coach and campus administrative team. Yearly training will be provided in administering the assessments and interpreting the results with a focus on classroom implementation.
4. Teacher work days will continue to be built into the district calendar to allow campuses to collaborate on lesson plans and receive targeted PD sessions on an as needed basis throughout the school year.

## Early Childhood Literacy Progress Measure 1

The percent of Kindergarten students scoring "On Track" on the TX-KEA Literacy Component\* will increase from 75% to 90% by June 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
75%	78%	82%	86%	90%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group. \*Also reported as the TX-KEA Dyslexia Screener.

## Early Childhood Literacy Progress Measure 2

The percent of First Grade students scoring "Developed" on the 1st Grade TPRI\* will increase from 55% to 75 % by June 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
55%	60%	65%	70%	75%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group. \*This measure is calculated as a composite of student ratings on the Fluency, Accuracy, and Reading Comprehension portions of the TPRI assessment.

## Early Childhood Literacy Progress Measure 3

The percent of Second Grade students scoring "Developed" on the 2nd Grade TPRI\* will increase from 65% to 80% by June 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
65%	68%	72%	76%	80%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group. \*This measure is calculated as a composite of student ratings on the Fluency, Accuracy, and Reading Comprehension portions of the TPRI assessment.

## Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 58% by June 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
45%	48%	51%	54%	58%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current /Monitored)	Cont. Enrolled	Non-Cont. Enrolled
2023 - State	30%	38%	58%	43%	76%	39%	52%	28%	35%	48%	38%	46%	41%
2023- PISD	31%	41%	53%	*	71%	*	63%	14%	35%	48%	34%	43%	47%
2024	34%	45%	57%	*	75%	*	63%	21%	39%	50%	39%	47%	50%
2025	37%	49%	61%	*	79%	*	63%	28%	43%	52%	44%	51%	53%
2026	40%	52%	64%	*	82%	*	63%	35%	47%	53%	49%	55%	56%
2027	44%	53%	67%	*	85%	*	63%	41%	50%	54%	54%	59%	59%

### Early Childhood Math Professional Development Plan

1. All math teachers 2nd - 5th grades receive in person training from our instructional coaches for the math curriculum and resources every 9 weeks over specific unit objectives.
2. Math instructional coach provides ongoing support and guidance to all math teachers PK-5 on an established schedule.
3. All Pre-K, Kinder, 1st, and 2nd grade teachers will administer diagnostic assessments 3 times per year and analyze data with the support of the math instructional coach and campus administrative team. Yearly training will be provided in administering the assessments and interpreting the results with a focus on classroom implementation.
4. Teacher work days will continue to be built into the district calendar to allow campuses to collaborate on lesson plans and receive targeted PD sessions on an as needed basis throughout the school year.

# Early Childhood Math Progress Measure 1

The percent of Kinder students that score "On-Track" on TX-KEA Math will increase from 75% to 87% by June 2027.

## Yearly Target Goals

2023	2024	2025	2026	2027
75%	78%	81%	84%	87%

## Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group.

## Early Childhood Math Progress Measure 2

The percent of 1st Grade students that score on grade level or above on the TEMI-PM will increase from 77% to 89% by June 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
77%	80%	83%	86%	89%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group.

## Early Childhood Math Progress Measure 3

The percent of 1st Grade students that score on grade level or above on the TEMI-PM will increase from 75% to 87% by June 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
75%	78%	81%	84%	87%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group.



# Goal 2: Increase Attendance

**Obj. 2.1: To increase the average daily attendance during the 2024-2025 school year to:**  
**97% Elementary and Intermediate**  
**96% Jr. High**  
**95% High School**

<b>Strategies</b>	<b>Responsibility</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>	<b>Eval</b>
Verify student absences by calling home	Campus Personnel	Daily	Staff FTE	Attendance Rates Call Logs	Annual Attendance Rate	
Send information to parents informing them of Attendance problems. Administrator call at 7 <sup>th</sup> /8 <sup>th</sup> absence (first semester) 15 <sup>th</sup> /16 <sup>th</sup> absence (second semester)	PEIMS Clerks Campus Administrators	Weekly as Needed	Staff FTE Web Page Email Express Newsletters Student Handbook	Attendance Rates Letters	Annual Attendance Rate	
Provide Online Parent Portal for Monitoring Student Attendance	Superintendent	Annually	Infinity Software Technology Dept. PEIMS personnel	Periodic Attendance Rates	Annual Attendance Rate	
Provide Student Incentives for good Attendance	Principals	Nine Weeks	Local Funds	Periodic Attendance Rates	Annual Attendance Rate	
Investigate incentive programs for good attendance, including the establishment of good attendance levels	Principals	Nine Weeks	Local Funds	Programs Adopted	Annual Attendance Rate	
Hold parents and students accountable for absences	Principals	As Needed	Truancy Court	Periodic Attendance Rates	Annual Attendance Rate	
Provide make-up time for attendance	Principals	As Needed	Staff FTE Local Funds	Periodic Attendance Rates	Annual Attendance Rate	
Send Automatic Email for absences	PEIMS Clerks	Daily	PEIMS	Periodic Attendance Rates	Annual Attendance Rate	
Implement attendance incentives to encourage student attendance including Class Attendance Flags, Attendance Lottery, Game Room, Glow in the Dark Listening Party.	Principals	Nine Weeks Semester	Local Funds	Periodic Attendance Rates	Annual Attendance Rate	

# Goal 3: Decrease Drop-Out Rate

**Obj. 3.1: To meet the state standards for the Drop-Out rate of less than or equal to 1%.**

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide Disciplinary Alternative Schools	DAEP Principal	Annually	DAEP and JJAEP SCE	Attendance and Grade Reports	Drop Out Rate	
Provide parents to speak and mentor students in various occupations	Principals	Annually	Guest Speakers	Student Attendance	Drop Out Rate	
Emphasize CATE Courses that provide certifications.	School and High School Principals	Annually	Staff FTE	Enrollment in Courses	Drop Out Rate	
Provide Summer School in June and night school	Campus Principals	Annually	OEY Funds Local Funds	Students completing	Drop Out Rate	
Continue district wide character education program	Physical and Mental Health Coordinator Counselors	On-going	Character Strong Program Purposeful People	Program Implemented	Drop Out Rate	
Establish Positive Student / Teacher Relationships, and investigate measures for evaluating impact.	Principals Teachers	On-going	Campus SBDM Plans Class Surveys	Discipline Referrals	Drop Out Rate Survey Results	
Increase Teacher to Teacher Communication	Curriculum Department Principals	Annually	RTI Program	Student Information Sheets	Drop Out Rate	
Provide High School / Elementary Mentor Programs and investigate peer to peer mentoring program	Principals	Annually	Student Mentors	Mentoring Sessions	Drop Out Rate	
Continue offering after school programs and transportation	Superintendent	Annually	Cost Unknown	Student Participants	Drop Out Rate	
Provide Watchdog & Watch Mom Program	Elementary Counselors	Annually	Watchdog Programs	Volunteers	Volunteers	

# Goal 4: Provide a safe and Orderly School Climate, conducive to learning.

**Obj. 4.1:** Decrease Discipline referrals resulting in Suspension or Expulsion

**Obj. 4.2:** Decrease Tobacco, Alcohol, and Drug Offenses

**Obj. 4.3:** Decrease Incidents of Violence

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide Drug and Violence (Anti-Bullying) Education curriculum in K-12	Principals SRO/Marshal Counselors	Weekly	SRO/Marshal Anti-Bullying Cur. Char. Ed. Videos	Drug & Alcohol Incidents	SDFSC Report	
Provide security on all secondary and elementary campuses	Security Director	On-Going	Local Funds and Grants, Staff FTE	Drug & Alcohol Incidents	SDFSC Report	
Practice Preventative Discipline	Principals	Annually	Administrative Staff	Discipline Referrals	Discipline Reports	
Provide education program for possible legal consequences related to breaking rules (i.e., pulling fire alarm)	Security Director	Annually	SROs School Marshals	Discipline Referrals	Discipline Reports	
Offer appropriate counseling in ISS and DAEP	Principals Counselors Special Programs Dir.	On-Going	Curriculum	Counseling Records	SDFSC Report	
Ensure school lunches are prepared adhering to proper nutrition and adequate portion size as required by the state.	Food Service Director SHAC Committee	On-Going	State Guidelines	Lunch Menus	Students Served	
Offer Summer Feeding Program	Food Service Director	Summers	Cafeteria Staff	Students Served	Students Served	
Additional Mental Health Services that address social emotional gaps/concerns, including social media issues.	Physical and Mental Health Coordinator	Annually	Counseling Staff. Psychologist	Counseling Sessions	Counseling Sessions	
Educate students on Conflict Resolution and deescalating tools	Physical & Mental Health Coordinator Counselors	Annually	Local Funding	Program Schedules	Students handling negative situations positively	
Provide TIP 411 App.	Director of Technology	Annually	TIP 411 App	Tips Received	Tips Received	
Promote school/Community pride and positive attitudes	Principals Counselors Teachers	Annually	Character Ed. Program	Discipline Records	Discipline Reports	

Provide Staff Development in Conflict Resolution, Classroom Management, District Policies, and Student Code of Conduct.	Principals	Annually	Curriculum Dept.	Staff Development Records	Staff Development Records	
Watch Dog Program or Father Involvement Program	Principals	Weekly	Parent Volunteers	Discipline Records	Discipline Reports	
Provide Interview and Orientation Process for Substitute Teachers	Deputy Superintendent HR	Annually	Interviews Substitute Handbook	Attendance Records	Classroom Effectiveness	
Allow time for students to talk with teachers/staff/counselors about their problems.	Principals	Weekly	Scheduled Time	Schedule	Students meeting with staff	
Food 4 Kids Backpack Program	Elementary Nurses	Each Friday	Food Resources	Students Receiving	Students Receiving	
Provide Targeted Speakers on Bullying and Violence	Principals	Annually	Speakers	Programs Offered	Incidence of Violence	
Utilize Peer Mediation to Address Bullying and Violence	Principals	Annually	Training for Peer Mediation	Training Offered	Incidence of Violence	
Trusted World Clothing Program	Counselors	Annually	Trusted World	Clothing Provided	Clothing Provided	
Provide Paraprofessionals with Discipline and Procedure Workshop using a positive behavior system.	Principal Assistant Principal	August	Love and Logic Harry Wong Cooperative Discipline	Discipline Referrals	Parent and Staff Perceptions And Annual Discipline Reports	
Provide parent information in English and Spanish on safe and orderly school climate by providing information in the following areas: discipline, drug prevention, bullying, and proper bus behavior	Counselor Teachers Principal	Annually	Campus Staff Webinar Parent Meetings	Discipline Referrals	Annual Discipline Reports	
Involve the community in School Safety	Principal/Vice Principal Counselor	Annually	Watch Dog Program Principal Vice Principal Counselor Teachers Law Enforcement	Reports to Office Safety Drills	Final Reports	

# Goal 5: Increase Parental and Community Involvement

**Obj. 5.1: Increase the number of parent and community participants.**

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide information to parents and Community about involvement and volunteer opportunities in the district (English and Spanish)	Principals	Beginning of each Semester	Newsletters Web Page Volunteer Flyer Staff FTE	Parental and Community Involvement	Parental and Community Involvement	
Provide multiple communication methods to keep parents informed about events.	Communication Coordinator Principals Teachers	As needed	FB, Twitter, infinite campus email, Instagram, text message/calling tree, calendar remind, Google Classroom, marque sign messages.	Record of notifications	Parental and Community Participation	
Provide text message system for notifications to parents	Superintendent	Annually	Infinite Campus	Notifications Sent	Parent Communications	
Maintain parent portal with weekly updates	Principals	Annually	Technology Dept. PEIMS personnel	Software installation	Parent communications	
Increase email by class, grade, campus, and district	Superintendent	Annually	Technology Dept. PEIMS personnel	Software installation	Parent communications	
Offer District Facebook and Twitter and Email Express	Communications Coordinator	Weekly	Communications Coordinator	Weekly Communications	Parental and Community Involvement	
Involve Community Leaders with School Organizations	Principals	Annually	Community Leaders	Community Involvement	Community Involvement	
Continue to provide After School Activities	Principals	Monthly	Facilities Parent Volunteers	Attendance	Parental and Community Involvement	
Provide Progress Reports to Parents	Teachers	Every 3 Weeks	Grade book	Student Grades	Parental and Community Involvement	
Provide Convenient Times for Parent Conferences, including Saturdays, evenings, and virtual meetings.	Teachers	As Needed	Time Facilities PTO	Conferences	Conferences	

Watch Dog Program or Father Involvement Program	Principals	Weekly	Parent Volunteers	Discipline Records	Discipline Reports	
Offer Parent Engagement Nights such as movies nights, Father/Daughter and Mother/Son Dances, Saturday events, meet the parents block party	Principals Teachers	Annually	Volunteers	Schedule of Events	Attendance at Events	
Recognize regular volunteers and give a Volunteer of the Month award.	Principals	2024-2025	Volunteers	Volunteer Involvement	Volunteer Involvement	
Implement programs to correlate with PTO meetings to showcase student talents and increase PTO attendance such as: Poetry Night, WAX Museum, Stem Night, Curriculum Nights, etc...	Principals PTO Members	2024-2025	PTO Parents Students School Staff	Volunteer & PTO Involvement	Volunteer & PTO Involvement	

# Goal 6: Provide for Special Populations

## Obj. 6.1: Provide services for Special Education Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide full continuum of Special Education Services	Executive Director Special Programs	Annually	Staff FTE	Nine-Week Grades	Special Education Promotion Rates	
Provide Staff Development in Special Education Issues	Executive Director Special Programs	Annually	Special Programs Director	Staff Development Records	Special Education Promotion Rates	
Provide Activities between Athletics / Music and Life Skills	Athletic Director Fine Arts Director Executive Director of Special Programs	Annually	Activities	Participants	Participants	
Provide Peer Tutors for Life Skills Classroom	HS Principal	Annually	Peer Tutors	Enrollment Records	Enrollment Records	
Require that all SPED classes are taught on grade level	Campus Principals SPED Teachers	Annually	TEKS TEA STAAR Resources	Nine-Weeks Test Grades	STAAR Results	
Provide Instructional Coach support to focus on best practices and resources that lead to improved instruction for SPED classes.	Curriculum Department	Annually	Instructional Coaches Lesson Plan Revisions	Instructional Coach Records Nine-Weeks Grades	Special Education Promotion Rates	
Provide multiple opportunities for SPED students to engage in writing activities along with their peers in the regular education classrooms.	Campus Principals SPED Teachers	Annually	Lesson Plans	Nine-Weeks Grades	Nine-Weeks Tests STAAR Results	
Provide a smoother transition for SPED students moving from one campus to the next-	Executive Director Special Programs Campus Principals	Annually	Staff FTE	Conference/Tour Schedules	Conferences and Tours Held	
Improve Resource and Inclusion Class Schedules	Principal SPED & Reg. Ed Teachers	Annually	Student Lists	Monitor Schedule	Special Education Student Growth IEP Minutes Met	
Utilize the ULS system for instruction of our Life Skills Students	Principal Exec. Director Special Educations Teachers	2024-2025	ULS System Teachers Special Programs Staff	Progress Reports	IEP Goals	

# Goal 6: Provide for Special Populations

## Obj. 6.2: Provide services for Bilingual / ESL Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide a Bilingual and ESL Program for Pre-K- 5 <sup>th</sup> Students	Executive Director Special Programs	Annually	Bilingual Funds Local Funds	Student Grades	RPTE Results	
Provide Staff Development Subject Specific SIOP and ELPs Training – PK – 12	Principals	Annually	Region 10 ESC	Staff Dev. Records	ESL Promotion Rates	
Continue instructional programs that support EB students (i.e., Fry Word List)	Curriculum Department Special Programs Director	Annually	Region 10 Various Vendors Other School Districts	Purchase / Implementation of Programs	Nine Weeks Grades TELPAS Results	
Emphasize monitoring of student TELPAS scores	Campus Principals Teachers	Annually	TELPAS Scores LPAC	Student Progress Toward Advanced High Rating	Students Exiting Program	
Provide professional development for teachers in strategies that support working with EB students.	Special Programs Director	Annually	Region 10 Special Programs Director	Staff Development Records	Staff Development Records	
Provide district communication in Spanish	Campus Principals Central Office	Continually	Translators	Material Translated	Hispanic Involvement	
Provide Spanish Interpreters at District functions	Campus Principals Central Office	Continually	Interpreters	Functions Interpreted	Hispanic Involvement	
Actively recruit Hispanic Teachers, Administrators, and Staff	Deputy Superintendent HR	Annually	Job Fairs	Hispanic Staff	Hispanic Staff	
Provide translator service for multiple languages	Campus Principals Teachers	Annually	Phone Application, In-Person Application	Parent Communication	Parent Involvement	
Investigate ESL / Bilingual Programs for late enrollers via outside organizations	Special Programs Director	2024-2025	Curriculum	EB Grades	EB State Assessments	
Facilitate Peer Tutoring	Secondary Principals	Annually	Peer Tutors	Tutoring Sessions	Tutoring Sessions	
Provide additional notes and materials in Spanish	Superintendent	As Needed	Translators either people or electronic	Notes	Parent Communications	
Provide Translators for school activities meetings such Registration, Open House, and PTO	Principals	As Needed	Translators	Meeting records	Meeting records	
Provide Front Office Bilingual Personnel	Principals	Annually	1 FTE per campus	Campus personnel	Parent Communications	
Provide Hispanic Community Member guest speakers	Principals	Annually	Guest Speakers	Speaker Records	Positive Role Models	



Provide additional On-line Practice Testing	Executive Director Special Programs	Annually	On-line Resources	Practice Testing	STAAR Results	
Provide Family and Community Engagement Activities	Principals Teachers	Annually	Local Funds	Activities Offered	Family and community Participation	
Provide Language Programs that can be used in classrooms	Special Programs Director	Annually	Local Funds	Cost-benefit analysis	Decision Reached / Program Purchased	

# Goal 6: Provide for Special Populations

## Obj. 6.3: Provide services for Dyslexic Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Test students for Dyslexia and related disorders	Teachers RTI Team	On-going	In-Service Assessment Test Teacher Checklist	Students Identified	Student Grades STAAR	
Refer identified students to Special Education.	RTI Team	On-going	State Dyslexia Handbook	Students Identified	Student Grades STAAR	
Review students on an annual basis, Re-Evaluate every 3 years.	RTI Team	Annually	Evaluation Forms	Student Evaluation forms reviewed annually	Student Grades STAAR	
Offer Classroom Modifications and/or Multi-Sensory Reading Program Take Flight and Barton Reading and Spelling as a supplement in Grades K-12	Principals	Annually	Staff FTE Materials	Student Evaluation forms	Student Grades STAAR	
Offer Pre-Flight program for K-2 students at risk of dyslexia	Principals	Annually	Staff FTE Materials	Student Evaluation forms	Early Reading Test Results	
Provide Staff Development	Principals	Annually	Region 10 ESC	Staff Development Offered	Student Grades STAAR	
Offer STAAR Accommodations	Principals	Annually	Testing Coordinator's Manual	Student Grades	Student Grades STAAR	

# Goal 6: Provide for Special Populations

## Obj. 6.4: Provide services for At-Risk Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Identify At-Risk students	Counselors	By 4 <sup>th</sup> Week	Board Policy	Student list	Student list	
Provide Counseling Services	Counselors	As Needed	Staff FTE	Counseling Records	Promotion Rates, STAAR Scores	
Provide Computer Labs and Software for Remediation	Principals Technology Director	Annually	SCE Funds	Nine-Week Computer Lab usage records	Promotion Rates, STAAR Scores	
Provide Tutoring with transportation on Monday, Tuesday, Wednesday, and Thursdays	Classroom Teachers	Weekly	SCE, ARI and Local Funds Staff FTE	Tutoring Records 3-week grade reports	Promotion Rates, STAAR Scores	
Provide Alternative Schools (Discipline and Credit Recovery)	Superintendent	As Needed	SCE Funds Staff FTE	AEP Records checked end of each Nine-Week period	Promotion Rates, STAAR Scores	
Provide RTI to monitor students	Principals	As Needed	Staff FTE	Nine-Week At-Risk Student Evals.	Promotion Rates, STAAR Scores	
Assign a HS PAL to at risk students	Counselor	As needed	HS PALS Program	At-Risk Student Evaluation	Student Retention/ Promotions and STAAR Passing Rates	
Strive to get Parents Involved	Principals	Annually	Teachers / Staff	Parent Contacts	Parents Involved	
Conference with Parents of all At-Risk Students	Teachers	Fall – Annually	Teachers	Parent Contacts	Parent Conferences	
Provide Extended Day and Summer School	Principals	Annually	Staff FTE	Enrollment and credit received each semester	Promotion Rates, STAAR Scores	
Provide On-Line Curriculum	Executive Director Special Programs	Annually	SCE Funds Local Funds	Credits completed with program	Promotion Rates, STAAR Scores	
Accelerated Reading and Math Instruction	Principals	Annually	Title I Funds	Nine-Weeks tests Results	STAAR Results	

# Goal 6: Provide for Special Populations

## Obj. 6.5: Provide services for Gifted and Talented (GT) and Advanced Academic Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide GT Training to teachers in differentiated instruction and GT Policies and Procedures – stressing all areas of Giftedness	Special Programs Director	Annually	Campus In-service Eduhero/R10	Training Records	GT Testing	
Serve students in grades K-1 in their classrooms through GT cluster groups	Elementary Principals	Annually	GT Funds	Lesson Plans	GT Participation Rates	
Serve students in their area of giftedness through a pull-out program for 2 hours one day a week in grades 2-5.	Elementary Principals	Annually	GT Teacher	Lesson Plans	GT Participation Rates	
Communicate GT Plan with Parents	Principals	Annually	Staff FTE	Parent Notice	Parent Participants	
Increase identification efforts for students in special populations	Principals Teachers	Annually	Staff FTE	Identification Protocols Enforced	Students Identified	
Provide parent communication for identification and program services (i.e. assistance with forms)	Special Programs Director GT Teachers	Annually	Conferences Phone Calls	Procedures Implemented	Parent Contacts	
Focus Instruction and Homework on Quality not Quantity for all grade levels	Principals	Annually	Classroom Materials	Unit Lesson Plans	Teacher Lessons	
Increase academically oriented activities (UIL Academics, Robotics, Science Club)	Principals Teachers	Annually	GT Funds Staff FTE	Student Participation	Student Participations	
Provide enrichment centers for students in classrooms PK- 5	Teacher	Daily	Local Funds	Lesson Plans	Student Grades	
Provide GT Training for identification and strategies	Special Programs Director Principals	Annually	GT Funds Staff FTE	Lesson Plans	Student Grades	

# Goal 6: Provide for Special Populations

**Obj. 6.6:** Provide for Community Education

<b>Strategies</b>	<b>Responsibility</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>	<b>Eval</b>
Host Elementary Summer School	Principal PISD Staff	Summer	Instructors, Facilities	Progress Reports	Enrollment and Final Grades	
Provide Facilities for Youth League Activities	Auxiliary Services Director	Annually	Facilities	Facilities Offered	Facility use logs	

# Goal 7: Provide for the growth and ever-changing demographics of Princeton ISD

## Obj. 7.1: Provide for growth and changing demographics

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Continue to provide City Wide events that unite.	Superintendent	Annually	Facilities, Time	Events Offered	Attendance at Events	
Recruit teachers that reflect student population	Superintendent Deputy Superintendent HR Principals	Annually	Recruitment	Teachers Employed	Teachers Employed	
Help promote city activities such as National Night Out, Easter Egg Hunt, etc.	District Communications	As Needed	Email Express Newsletters Web Page	Events Publicized	Event Attendance	
Hiring strategies that promote ethnically diverse staffing patterns	Deputy Superintendent HR Principals	Annually	Region 10 College Career Fairs	Applications	Hiring Records	
Education and Celebration of ethnicity and heritage with consideration to the district's growing demographics	Campus Principals Curriculum Department	Annually	Assemblies Unit Lessons Calendar of Holidays	Unit Lesson Plans	Records of Assemblies, and Instruction	
Develop and implement designation plan for Teacher Incentive Allotment participation	Deputy Superintendent HR Principals	Annually	Local Funds Staff FTE State Allotment	Application Complete and Program Implementation	Teacher Designations	