

Harper Elementary School Campus Improvement Plan 2024-2025



Approval by the School Board on May 20, 2024

✓ indicates action items on both the district and campus plans

✓ ✓ indicates action items on both the district and campus plans for a 2nd year

Harper Elementary School Mission Statement

Our goal is to provide a safe, nurturing environment which challenges and supports all students academically, builds their self-esteem and allows them to practice integrity. This enables them to grow intellectually, socially, and emotionally.

Campus Improvement Plan Decision-Making Committee for the 2024-2025 School Year

Administration

Heidi Estep, Principal

Jennifer Coburn, Assistant Principal

Amanda McIntire, Counselor

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Goals	25-65
Obj. 1.1: Each student will achieve “Masters Grade Level” or improve his/her scores on the STAAR tests	
Obj. 1.2: To improve curriculum and instruction.	
Obj. 2.1: To increase the average daily attendance during the 2022-2024 school year to: 97% Elementary and Intermediate	
Obj. 3.1: To meet the state standards for the dropout rate of less than or equal to 1%.	
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	
Obj. 5.1: Increase the number of parent and community participants.	
Obj. 6.1: Provide services for Special Education Students	
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Obj. 6.3: Provide services for Dyslexic Students	
Obj. 6.4: Provide services for at-risk students	
Obj. 6.5: Provide services for gifted and talented (GT) and advanced academic students	
Obj. 7.1: Provide for growth and changing demographics	

Comprehensive Needs Assessment Summary

School Year: 2024-2025

Data Sources Reviewed:

- 2021-2022 School Report Card (<https://shorturl.at/lrQS8>)
- 2022-2024 Texas Academic Performance Report (<https://shorturl.at/ovERT>)
- Campus Meeting Agendas/Sign-in Sheets
- Campus Schedule
- Comprehensive School Counseling Plan
- Discipline Referral Data
- District Meeting Agendas/Sign-in Sheets
- District Mentor/Mentee Log Sheets
- District Nine Weeks Testing Data
- District Professional Development Session/Sign-in Sheets
- District STAAR Testing Data
- HMH Lexile Level Assessment Data (3rd, 4th, 5th)
- House Bill Minutes Time-tracking Logs (4th, 5th)
- PEIMS Data: At-Risk, Attendance Rates, Enrollment Summary, LEP Data, Disaggregation of Student Groups, Free/Reduced Lunch, Snapshot
- Response to Intervention Data
- Safe & Supportive School Program Data
- STAAR Scores (3rd, 4th, 5th)
- Student Developmental Reading Assessment (DRA)
- Student Success Plan Data
- Student TELPAS Data
- TEMI BOY, MOY, EOY Data (1st, 2nd)
- TPRI BOY, MOY, EOY Data (1st, 2nd)
- TxKEA BOY, MOY, EOY Data (KG)

Area Reviewed	Summary of Strengths <i>What were the identified strengths?</i>	Summary of Needs <i>What were the identified needs?</i>	Priorities <i>What are the priorities for the campus, including how federal and state program funds will be used?</i>
Demographics	<p>Hispanic/Latino, 57.8% 51.75%</p> <p>Black or African American, 6.9% 15.36%</p> <p>White, 31.1% 18.59%</p> <p>Two or More Races, 2.9% 3.23%</p> <p>American Indian, 0.5% 0.27%</p> <p>Asian, 0.3% 10.64%</p> <p>Pacific Islander, 0.3% 0.13%</p> <p>HES students performed higher than the state and district in “approaches” on STAAR assessments in Grade 3 math and reading, Grade 4 math and reading, Grade 5 reading, Grade 5 math, and Grade 5 science. HES’s attendance rate exceeds the district’s and state’s rates. HES maintains appropriate class ratios and hires highly-qualified staff.</p> <p>Our EB population currently served & monitored – showed changes in performance: Grade 3 performed below the state in all areas for reading but above in approaches and masters in math. Grade 4 performed above the state in approaches and meetings in</p>	<p>504, 4.8% 3.6% (27 students)</p> <p>Dyslexia, 4.5% 6.7% (50 students)</p> <p>English Learners, 34.8% 43.5% (323 students)</p> <p>EB Stu. in BE/ESL Program, 32.9% 27.8% (207 students)</p> <p>Gifted & Talented, 4.2% 4.5% (34 students)</p> <p>Special Education, 12.1% 14.8% (110 students)</p> <p>Economically Disadvantaged, 60.4% 63.0% (468 students)</p> <p>At-Risk, 53.6% 62.6% (465 students)</p> <p>HES students performed lower than the state in all areas of Grade 3 reading on STAAR assessments. 76% 61.5% of the staff have 10 years of experience or less, which impacts achievement on high stakes testing in an ever-changing assessment environment.</p>	<p>HES needs to focus its time and attention on small-group, leveled instruction in core contents to provide instruction and strategies specifically geared to closing achievement gaps across all student groups.</p> <p>HES needs to develop a home/school relationship between teachers and parents/guardians to support students with academic growth. HES will implement “Connection Night” at the beginning of each semester to review “The Harper Way,” executive functioning skills, and grade-level academic information. We will provide “childcare” through an activity (ex: Connect 4) so that grown-ups can pay attention to the information with minimal distractions.</p> <p>HES will continue implementing guided reading in the ELAR teaching block in Grade 3, Grade 4, and Grade 5 to support reading growth and achievement.</p> <p>HES will promote academics during non-instructional times to support classroom teachers’ efforts through the use of Math Facts Challenges, Sight Word</p>

	<p>reading and above in all areas for math.</p> <p>Grade 5 performed above the state in approaches and meets and equal in masters for reading, above in all areas for math, and above in all areas for science.</p>		<p>Challenges, Idiom of the Week, Word of the Week, Fun Facts, Academic Activities in Specials.</p> <p>HES will continue hosting STAAR Nights for parents/guardians to attend with their student(s) to learn more about the STAAR Online testing platform.</p> <p>HES will implement TELPAS Nights for parents/guardians to attend with their student(s) to learn more about the TELPAS Online testing platform and language acquisition standards.</p>
<p>Student Achievement</p>	<p>A Rated Campus <i>no campus ratings provided for 2022-2024 school year</i></p> <p>Grade 3 RLA Higher than state and district in approaches Lower than state and district in meets and masters</p> <p>Grade 3 MATH Higher than state and district in approaches and masters Equal to the state in meets</p> <p>Grade 4 RLA Higher than state and district in approaches and masters Lower than state and district in meet</p> <p>Grade 4 MATH</p>	<p>HES needs to proactively plan differentiated instruction to meet the needs of students across student groups with the goal of student growth and achievement in mind on all local and state assessments.</p> <p>HES needs to actively track and utilize data to drive instructional practices.</p> <p>HES will continue to use Really Great Reading phonics in KG, 1st, and 2nd grade to support foundational reading skills. HES will use progress monitoring within Really Great Reading as a data-point when monitoring for potential reading-related disorders in order to identify and intervene as soon as reasonably possible.</p>	<p>HES will strategically group students for daily intervention times to maximize AMI services, ARI services, dyslexia services, bilingual/ESL services, and classroom teacher interventions.</p> <p>HES will adopt an inclusion model for Special Education “resource” students to support math and reading students & teachers during instructional times through the use of strategic scheduling and a team of inclusion teachers and paraprofessionals.</p> <p>HES will explore training opportunities to enhance inclusion services provided within the mainstream setting so that both the classroom teacher and inclusion support teacher are working at max capacity.</p>

	<p>Higher than state and district in approaches, meets, and masters</p> <p>Grade 5 RLA Higher than state and district in approaches, meets, and masters</p> <p>Grade 5 MATH Higher than state and district in approaches, meets, and masters</p> <p>Grade 5 SCIENCE Higher than state and district in approaches, meets, and masters</p> <p>Distinction Designations</p> <ul style="list-style-type: none"> • Academic Achievement in Mathematics • Top 25%: Comparative Closing the Gaps • Postsecondary Readiness 	<p>HES will monitor students closely for reading-related disorders through data tracking in order to identify and intervene early: DRA, Dyslexia Screener, Teacher Observation, RtI Interventions, MAP Testing.</p> <p>HES will develop an ESL TELPAS Prep Course to assist students in preparing for the rigorous online testing in 2nd, 3rd, 4th, and 5th grade for listening, speaking, reading, and writing proficiencies in English.</p> <p>HES will purchase supplementary materials to support accelerated instruction for students earning HB1416 minutes for math and/or RLA.</p> <p>HES will continue providing tutoring 3x a week per homeroom teacher to serve students who are not performing at grade-level. An after-school tutoring bus will be provided for students who are eligible Mon-Thurs.</p> <p>Student behavior directly impacts student achievement. HES students need support in operating within a system and structure that has routines, procedures, and boundaries that may differ from their home life.</p>	<p>HES will develop a system for moving students along the continuum of services within Special Education to best serve each child.</p> <p>HES will utilize a common lesson cycle and components for ELAR classes to promote vertical and horizontal alignment that promotes guided reading and guided writing times to increase small group and one-on-one instructional minutes with all students.</p> <p>HES will continue using a streamlined methodology (RACES) to teach students how to write both short and extended constructed responses when given prompts on the STAAR tests in 3rd, 4th, 5th.</p> <p>HES will consistently use strategies to help students tackle new item types on STAAR tests in 3rd, 4th, 5th. HES will extend the strategies to include ways to approach online testing vs. paper testing.</p> <p>HES will develop and implement supplemental aid folders for students to routinely use in order to support the use of strategies and skills during testing situations.</p>
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			<p>HES will explore ways to apply for grants or host fundraisers to purchase more technology for the campus to support students learning necessary skills. Students need the opportunity to “practice like they play” on a more consistent basis across all classrooms: how to operate computers with different features; how to use add-on items like text-to-speech extensions, headphones, mice; how to proficiently type using keyboarding skills; how to develop pacing skills when looking at a screen for an extended period of time; how to self-monitor progress; how to use test-taking strategies alongside pen & paper strategies; how to routinely and effectively use accommodations provided through RtI, 504, SpEd, BE/ESL.</p> <p>HES will offer calming times throughout the school day to support social-emotional learning that differs from home expectations through the use of Daily Reading and Daily Unplug Sessions.</p>
<p>Perceptions</p>	<p>Parents report they feel HES is a professional atmosphere in which students are cared for and challenged academically. They feel students are given various opportunities to engage in fun experiences throughout the year. They feel welcome on-campus and</p>	<p>HES needs to, once again, prepare for rezoning, program movement, and incoming students for the upcoming school year. HES will work alongside the James ES and Mayfield ES teams to provide student information for incoming</p>	<p>HES will continue offering bringer events such as Thanksgiving Lunch, Holiday Parties, Valentines Parties, Literacy Day, Field Day, etc. to create an “open-door” atmosphere.</p>

	<p>enjoy the school-wide events they are invited to participate in.</p>	<p>students to help them prepare for a successful first year with them.</p> <p>HES needs to strategically organize programming that brings parents/guardians into the school for fun activities that also serves an academic purpose. This includes activities such as STAAR Night, STEM Night, GT Night, etc.</p>	<p>HES will implement a Volunteer Opportunity Calendar for families to see upcoming events and volunteer based on what their schedules allow.</p> <p>HES will continue cultivating and partnering with outside entities to support the social-emotional and academic needs of students such as Harper Helpers.</p> <p>HES will develop and implement academic nights to bridge the home/school gap to increase student success at school. We will begin with “Connection Night” twice per school year.</p> <p>HES will research new customs of cultures represented at Harper and implement inclusionary activities to honor those students. HES will develop a “Holidays Around the World” calendar using input from our families in order to acknowledge celebrations our students participate in.</p> <p>HES will continue to explicitly teach social & emotional learning by highlighting executive functioning on a daily and weekly basis across campus. Students will be rewarded for displaying these characteristics.</p> <p>HES will develop a communication contract that</p>
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			<p>outlines the rules and expectations for having positive, open dialogue between home/school. This will include “quiet hours” in which teachers are not expected to be “on the clock”.</p>
<p>Processes and Programs</p>	<p>The ISD changed the previously adopted curriculum, Sharon Wells, to use district-developed plans. After a year of using the resource, HES will make plans to meet weekly to review the curriculum, calendar out the quarter, and make appropriate modifications for the needs of students on campus.</p> <p>The ISD changed the previously adopted curriculum, Savvas & HMH, to use district-developed plans. After a year of using the resource, HES will make plans to meet weekly to review the curriculum, calendar out the quarter, and make appropriate modifications for the needs of students on campus.</p> <p>HES completed its second year using Really Great Reading as a required phonics instructional program.</p> <p>HES will continue having weekly curriculum meetings to discuss the upcoming week’s lesson plans and how to execute them to support high-quality instruction in a team environment.</p>	<p>HES needs to continue providing structure and guidance in the expectations of a lesson cycle within the ELAR and Math block to provide horizontal and vertical alignment.</p> <p>HES needs to research and integrate specific techniques to scaffold learning for ESL students in monolingual classrooms. HES will explore explicit trainings and translation services for languages other than Spanish to assist with making home/school connections.</p> <p>HES needs to cultivate teacher-leaders who can provide peer-to-peer coaching to refine instructional practices that lead to high-quality instruction.</p> <p>HES needs to reevaluate the technology rotation schedule to maximize the use of computers available on-campus as the amount will decrease due to rezoning and program movement to another campus.</p>	<p>HES will develop a teacher-leader training program for teachers interested in mentoring others beyond the district’s current mentoring standards.</p> <p>HES will develop a New Teacher Institute that meets regularly to proactively support teachers with less than 3 years of experience.</p> <p>HES will provide various professional development opportunities for teachers to engage in trainings to support the continued need for social-emotional learning. In-person, online, and hybrid models will be implemented along with giving teachers choices and providing required trainings to align with campus goals.</p> <p>HES will develop a course plan for having cohorts move through the Love & Logic 9-week coursework to build their toolkits in managing student behavior in a way that sets boundaries while building caring relationships with students.</p> <p>HES will find high-quality professional development designed</p>

	<p>HES has once a week access to instructional coaches in ELAR, math, science/social studies who create curriculum and assessments.</p> <p>HES is trying to build its technology base for students to use within the classroom to meet 21st century learning needs. The campus currently has one Chromebook cart per grade-level, and our immediate need is increasing technology in 3rd, 4th, and 5th grade to one Chromebook chrome cart per teaching pod.</p> <p>HES has increased the amount of socially diverse staff in the past five years to further emulate its clientele base.</p> <p>HES schedules time for teacher to observe one another as a means of “on the job” professional development and growth.</p>		<p>to specifically support the following areas of need: autism, dyslexia, ADHD, de-escalation techniques.</p>
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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	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont.
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	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont.
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.

Action Plan Priority List 2024-2025

2024 – 1: Provide for safe and secure schools

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Provide security for all elementary and secondary school campuses	Security Director	Annually	SRO 50/50 Split PISD and City of Princeton/ Marshals Local Funding	SRO's and Marshalls Provided	SRO/Marshal Records Security Incidents
✓ ✓ Continue to offer security presence at events	Security Director	Annually	SROs/Marshals	SROs and Marshalls 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	Security Director	Annually	SROs/Marshals	Training Provided	Positive student SRO/Marshal interactions
✓ ✓ Provide key card access where available	Security Director	Ongoing	Investigate Grants	Cost-benefit Analysis	Decision reached and technology purchased
✓ ✓ Educate students on conflict resolution and deescalating tools	Physical & Mental Health Coordinator Counselors	Annually	Local Funding	Program Schedules	Students handling negative situations positively
✓ ✓ Continue to provide TIP 411 App	Director of Technology	Annually	TIP 411 App	Tips Received	Tips Received
✓ ✓ Continue to implement Classwize program to monitor student activity on school provided devices	Director of Technology	Annually	Local Funding	Activity Records	Student Activity Incidents
✓ ✓ Provide school organizations/clubs to promote	Campus Principals Teachers	Annually	Local Funding	Organizations/ clubs provided	Student Participation in Clubs

sense of belonging (ex: Chess & Art Club)					
✓ ✓ Provide anti-bullying programs	Campus Principals	Annually	Campus Funds	Program Schedules	Incidents of Bullying
✓ ✓ Provide parent training for prevention and coping of bullying; develop informational items about tattling vs. reporting	Campus Counselors	Annually	Local Funding Investigation of other programs Email / Text Notices	Records of Parent Attendance	Incidents of Bullying
✓ ✓ Provide elementary, middle, and high school student mentoring plan	Curriculum Department Principals	Annually	PHS PALS students	Mentoring Records	Incidents of Bullying
✓ ✓ Provide online parent training accessible on campus counselor webpages	Campus Counselors	Annually	Local and Federal Funding Online Incentives Class Dojo	Trainings Offered	Trainings Viewed
✓ ✓ Provide district and campus counselors to support students and staff	Deputy Superintendent HR; Physical & Mental Health Coordinator	Annually	Local Funding	Counselors Provided	Counseling Records
✓ ✓ Provide Character Education Program along with executive functioning skills training	Physical & Mental Health Coordinator; Counselors	Annually	Character Strong Program Purposeful People	Program Initiatives & Activity Schedule	Awards granted for positive behavior
✓ ✓ Consistently implement the appropriate steps/procedures established by the district to investigate, identify, and remedy incidences of bullying	Campus Principals	Annually	Local Funding	Bullying Discipline Procedures	Incidents of Bullying
Facilitate drill schedules to include school marshal and SROs when possible	Assistant Principal	Annually	Calendar	School Marshal and SROs Attendance	Positive Relationship Between Campus, School Marshal, and SROs

Continue utilizing mentorship partnerships with PHS PALS, Harper Helpers	HS Principal CUMC Liaison Campus Principal	Annually	PALS Harper Helpers	Mentoring Records	Incidents of Bullying
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Action Plan Priority List 2024-2025

2024 – 2: Provide for the growth and ever-changing demographics of Princeton ISD

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Hiring strategies that promote ethnically diverse staffing patterns	Deputy Supt. Human Resources	Annually	Talent Ed 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 Beginning of the Year Survey	Unit Lesson Plans	Records of Assemblies and Instruction
✓ ✓ Investigate hiring of overseas teachers	Deputy Supt. Human Resources	2024-2025	Visa Regulations for Sponsorships	Cost-benefit analysis Applications	Decision reached Overseas Teachers Hired
✓ ✓ Provide Translation Services	Director of Special Programs	Annually	Local Funding	Contracted Services	Programs Provided
✓ Investigate training for teachers on translation services and resources	Director of Special Programs	2024-2025	Local Funding	Training Options and Quotes	Decision Reached Training Provided
✓ Investigate district-wide communication app	District Communications Coordinator	2024-2025	Local Funding	Cost-benefit analysis Application	Decision Reached
Continue providing Newcomers Folders to new enrollees and begin to include key information for specific grade-levels	Campus Principal	Annually	Folders Informational Flyers Time	Folders Handed Out	Community Involvement Parent Feedback
Help promote city activities such as National Night Out, Easter Egg Hunt, youth league sports, tree decorating and lighting, summer activities, Onion Festival, etc.	District Communications	As Needed	Email Express Newsletters Webpage	Events Publicized	Event Attendance

Promote the city library	Campus Principal	Ongoing	Local Field Trip Newcomers Folder Class Dojo Facebook	Events Publicized	Participation
Provide notifications on multiple forums to increase home/school communication in English and Spanish while investigating the capabilities of programs to translate into other languages	Principal	Continually	Class Dojo Facebook Infinite Campus Google Translate Messenger Email	Involvement	Involvement
Host cultural family night in which community members highlight their culture for others	Principal	Annually	Evening Event	Involvement	Involvement

Goal 1: Excel in State & Local Assessments

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

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ 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 year prior.	Principal Campus Testing Coordinator Classroom Teachers	Last 2 days of each nine weeks	Vetted District-created tests	Min. Standards 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 a pretest and posttest for TIA growth measure.	Elementary Curriculum Department Elementary Principals	BOY, MOY, EOY	MAP Testing	Student Growth	Assessment Results
✓ ✓ Implement MAP testing	Elementary and Secondary Curriculum Departments	2024-2025	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)	Principal Interventionists Classroom Teachers	Weekly to begin by the 3rd week of the year.	Remediation Software AMI/ARI Intervention Tutoring	Nine-week grades Nine-week Test	STAAR Results
✓ ✓ Administer practice STAAR test and STAAR test. STAAR will be used as a pretest/posttest growth measure for some TIA teacher groups.	Principal Campus Testing Coordinator Classroom Teachers	Nine weeks prior to STAAR Test	Released STAAR Tests	Practice STAAR Results	STAAR Results
✓ ✓ Disaggregate student performance data	Testing Director Grade Level Mentor Curriculum Department	After Each Test	Eduphoria	Performance Data	STAAR Results

✓ ✓ Provide incentives for students and teachers based on assessment data for growth (BUG Award) and high scores (100s Club) in all grade-levels	Principal	After Each Test	Local Funds-\$2000 per-Campus -Certificates	Nine-Week Test PSTAAR	STAAR Results
✓ ✓ Develop online test taking skills along with methods for grown-ups to review work with their student. Generate funds to purchase more campus technology to support this.	Classroom Teachers	Annually Pride Time Rotations	Skills Packets Eduphoria Online Testing Platform STAAR Testing Platform	Weekly Assessments Nine-Week Test PSTAAR Signed Homework	STAAR Results
✓ ✓ Periodically notify parents of student's progress on early literacy and math tests, nine weeks test, and STAAR test in a readable fashion.	Principals Teachers	After each test	Nine Week Test STAAR Test	Nine Weeks Test	STAAR Results
✓ Provide tutoring before school, after school, or embedded into the school day to meet HB1416 requirements	Principals Teachers	Annually	Lesson plans based on individual student needs	Tutoring Schedules Student Participants	STAAR Results Nine-week Test Results
✓ ✓ Provide after-school tutoring bus transportation 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 lessons for students not achieving Masters grade-level on STAAR	Principal Campus Testing Coordinator Teachers Parents/Guardians	Annually	Extension Materials Guided Reading Guided Math Academic Bringer Events	Progress Reports Report Card Nine-Week Test PSTAAR	STAAR Results
Provide Accelerated Reading Instruction (ARI) for students not meeting grade-level standard on MAP Testing, DRA, and/or Nine-week Assessments.	Principal Reading Specialists Classroom Teachers	After MAP Testing After Nine-week Testing After DRA results	MAP Testing Guided Reading DRA	MAP Testing Nine Weeks Tests	MAP Testing EOY DRA Results

		After PSTAAR			
Provide Accelerated Math Instruction (AMI) for students not meeting grade-level standard on MAP Testing and/or Nine-week Assessments.	Principal Math Specialists Classroom Teachers	After MAP Testing After Nine-week Testing After PSTAAR	Guided Math Manipulatives BOY Sharon Wells Assessment	BOY Sharon Wells Assessment Nine Weeks Test STAAR Test Practice Tests	EOY Sharon Wells Assessment Nine Weeks Test STAAR Test Practice Tests
Develop strategic, grade-level Pride Time rotations based on student mastery	Principal Interventionists Classroom Teachers	Each Nine Weeks	Local Resources	Nine Weeks Test STAAR Test Practice Tests	Nine Weeks Test STAAR Test Practice Tests

Goal 1: Excel in State & Local Assessments

Obj. 1.2: To improve curriculum and instruction.

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Promote vertical & horizontal collaboration and alignment of curriculum & instruction	Principal Curriculum Department	Annually	Curriculum Dept.	Staff Dev. Records Curriculum Documents	Staff Dev. Records STAAR Results
✓ ✓ Utilize alternative types of learning spaces	Principals	Annually	Construction Funds Bond Funds	Facilities	Scheduled Use of Facilities
✓ ✓ Provide more small group opportunities during class to work on gaps	Teachers	Annually	Local Funds	Student Group Lists	Reduced gap in individual achievement
✓ Provide review centers and work stations with rotating objectives and skills for students to access during designated times	Teachers	Annually	Local Funds	Student Participation	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
Utilize tutoring opportunities for basic math and reading fluency skills provided by Harper Helpers volunteers, parents/guardians, and volunteers	Principal	Annually	Lessons Math Facts Booklets Sight Words Booklets	Nine Weeks Grades Booklet Completion (Mastery)	STAAR Results Reading Levels Basic Fact Fluency
Utilize technology platforms to make curriculum accessible for parents/guardians to use at home to support on-campus instruction	Technology Dept. Media Productions Principals, Teachers Instructional Coaches	Annually	Video Equipment Online Storage Google Classroom Google Suite Training	Video Production	Number of video views
✓ ✓ Emphasize and provide staff development for the integration of technology in	Technology Director Curriculum Department	Annually	Technology Dept. Technology Coach	Lesson Plans Technology sessions offered	Technology hours and

instructional and administrative programs tailored to individual needs					badges earned by teachers
✓ ✓ Provide for teacher training specific to subject area	Campus Principals Curriculum Department	Annually	Summer Academy STAAR Training TEKS Team eduHero	Training Records	STAAR Results
✓ ✓ Provide teachers training on engaging lessons	Deputy Superintendent HR	Annually	In-Service Day Presenters	Nine Week Tests	Student Performance
✓ ✓ Emphasize lab approach to science and increase lab supplies, as needed	Principal	Annually	Lab Materials Lab Needs Assessments	Unit Lesson Plans Cost analysis	Science STAAR Supplies purchased
✓ ✓ Emphasize grade-level reading proficiency instruction in all grade levels by using DRA and MAP results, to create leveled reading groups that emphasize skills interventions in Kinder-5 th grade	Principal Reading Specialists Classroom Teachers Instructional Coach	Annually	Reading Materials MAP Testing DRA Testing Sight Word Booklets Campus Sight Word Challenge	Lesson Plans	STAAR Results MAP Testing Results EOY DRA Results TELPAS Results
✓ ✓ Integrate student-writing activities in math, science, and social studies. Emphasize vocabulary, spelling, and punctuation in all activities. Use the RACES strategy across grade-levels for consistency in structuring constructed responses.	Classroom Teachers Principal Curriculum Department	Weekly	Teachers	Nine -Week Test Writing Scores TELPAS Practice Activities	STAAR Results TELPAS 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	Writing Samples Nine -Week Test Rubric Scores Nine Weeks Grades	STAAR Results TELPAS Results

✓ ✓ Conduct writing conferences throughout the nine weeks	Teachers Instructional Coaches	Each Nine-Weeks	Writing Prompts Rubric	Conference Logs Nine-Week Test Nine-Weeks Grades	STAAR Results
✓ ✓ Focus instruction and homework on quality not quantity	Principal Teachers	Annually	Classroom Materials	Unit Lesson Plans	Teacher Lessons
✓ ✓ Emphasize real world application of curriculum	Principal Teachers	Annually	Curriculum Holiday Reading Challenges Spring Break Reading Challenge	Unit Lesson Plans	Teacher Lessons
Investigate the addition of more technology for elementary campuses	Superintendent Assistant Superintendent of Finance Technology Director	Ongoing	Local Funds	Quote from Vendors	Chromebooks purchased
✓ ✓ Provide Classwide security program for district provided technology.	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
✓ ✓ Orientate 5th grade students and parents to PreAP through course request assembly and letter home	Principals	Annually	Meetings	Meeting Sign-In	PreAP Enrollment
✓ ✓ 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 Teachers	Annually	Local Funds	Agendas Parent Sign-In Sheets Resource List	Parent Involvement Improved individual student achievement
Schedule and consistently implement data tracking meetings after assessments	Campus Admin Classroom Teachers	Every Nine Weeks BOY, MOY, EOY	Eduphoria – Aware DRA MAP Testing	DRA Levels Nine Weeks Tests PSTAAR STAAR	Student Growth Student Achievement

Continue providing TEA's The Reading Academy to self-contained and ELAR teachers in Kinder – Grade 3	Asst. Sup. Elem. Curriculum Principals	Annually	Trainings	Student Growth Student Progress	Student Growth Student Progress
Continue providing training for diagnostic tools like DRA3, MAP	Asst. Sup. Elem. Curriculum Principals	Annually	Trainings	Student Growth Student Progress	Student Growth Student Progress

School-wide Components Addressed – Goal 1 Obj. 1.1 & Obj. 1.2

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 2: Increase Attendance

Obj. 2.1: To increase the average daily attendance during the 2024-2025 school year to: 97% Elementary and Intermediate

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Verify student absences by calling and/or emailing home	PEIMS Clerk Asst. Principal	Daily	Staff FTE	Attendance Rates Call Logs	Annual Attendance Rate
✓ ✓ Send information to parents informing them of attendance problems. Begin Truancy Prevention Measures for unexcused absences. Administrator call at 7 th /8 th absence (first semester) 15 th /16 th absence (second semester)	PEIMS Clerk Campus Administrators	Weekly, as needed Truancy @ 10 th Unexcused Absence	Staff FTE Webpage Email Express Newsletters Student Handbook	Attendance Rates Letters	Annual Attendance Rate
✓ ✓ Provide Online Parent Portal for monitoring student attendance, which includes notification and a link for parents to reply	Superintendent	Annually	Infinity Software Technology Dept. PEIMS personnel	Periodic Attendance Rates	Annual Attendance Rate
✓ ✓ Provide student incentives for good attendance (nine weeks awards)	Principal Counselor	9 Weeks	Local Funds	Periodic Attendance Rates	Annual Attendance Rate
Provide class incentives for highest attendance rate per class in each grade-level	Principal Counselor	9 Weeks	Local Funds	Periodic Attendance Rates	Annual Attendance Rate
✓ ✓ Hold parents and students accountable for absences through Truancy Prevention Measures	Asst. Principal	As Needed	Truancy Court	Periodic Attendance Rates	Annual Attendance Rate
✓ Provide make-up time for attendance through Friday School, Saturday School, and Summer School. Investigate requiring parent/guardian	Principal	As Needed	Staff FTE Local Funds Saturday School	Periodic Attendance Rates	Annual Attendance Rate

attendance WITH student as elementary students rely on their grown-up to get them to school on-time.					
✓ ✓ Utilize Student Resource Officer (SRO) for Well Checks and Home Visits	Principal District Security Director	As Needed	Staff FTE	Periodic Attendance Rates	Annual Attendance Rate
✓ ✓ Send automatic email for daily absences after 10:00 am	PEIMS Clerk	Daily	PEIMS	Periodic Attendance Rates	Annual Attendance Rate
Provide “Newcomers Club” to cultivate relationships at school to motivate students to want to come to school	Campus Admin	Every Three Weeks, as needed	Group Meetings	Periodic Attendance Rates	Annual Attendance Rate
Communicate SEL topics with parents/guardians to foster home/school relationship	Principal Counselor	Weekly	SEL Discussion Topics Class Dojo Photos	Periodic Attendance Rates	Annual Attendance Rate
Investigate and implement awareness days to help students learn empathy towards one another	Principal Counselor	Annually	Cultural Awareness Materials Kid-Friendly Information about Dyslexia, Autism, Visual Impairment, Physical Impairment, etc.	Periodic Attendance Rates	Annual Attendance Rate

School-wide Components Addressed – Goal 2 Obj. 2.1

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 3: Decrease Dropout Rate

Obj. 3.1: To meet the state standards for the dropout rate of less than or equal to 1%.

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Provide Disciplinary Alternative Schools	DAEP Principal	Annually	DAEP and JJAEP SCE	Attendance and Grade Reports	Drop Out Rate
✓ ✓ Provide speakers in various occupations to speak to students; Seek parent volunteers to participate as guest speakers for career lessons	Principal Counselor	Annually	Guest Speakers	Student Attendance	Drop Out Rate
✓ ✓ Provide summer school for students failing to meet grade-level standards and/or attendance requirements in June	Campus Principal	Each Summer	OEY Funds Local Funds	Students completing	Drop Out Rate
✓ ✓ Continue district wide character education program and guidance lessons on specific areas of concern/interest	Counselor Physical and Mental Health Coordinator	Ongoing	Character Strong Program Purposeful People	Program Implemented	Drop Out Rate
✓ ✓ Establish positive student/ teacher/guardian relationships by making positive contact home on a consistent basis	Principal Classroom Teacher	Continuous Within First 2 Weeks of School Through Each Nine Weeks	Teachers Class Dojo Email Phone Extra Conference Time	Reduction of Discipline Referrals	Drop Out Rate
✓ ✓ Increase teacher-to-teacher communication about student's academic and social-emotional progress and strategies to help them achieve success	Curriculum Department Classroom Teacher Campus Principal Counselor	Annually	RTI Program Academic Interventions Behavior Interventions Team Meetings RTI Meetings	Student Information Sheets	Drop Out Rate
✓ ✓ Provide High School/Elementary Mentor Programs (PALS)	Principals Counselor	Annually	Student Mentors (PALS)	Mentoring Sessions	Drop Out Rate

✓ ✓ Continue offering after school programs and transportation	Superintendent	Annually	Cost Unknown	Student Participants	Drop Out Rate
Provide counseling opportunities for student at-risk of failing	Counselor	As Needed	One-on-One Counseling Small Group Counseling Referral to District LPC	Student Participants Increased Student Achievement	Drop Out Rate
Implement weekly Positive Behavior phone calls with the principal for each homeroom to honor students making wise choices, making improvements, and doing the right thing	Principal Teacher	Weekly	Nominations Certificates Phone Call Social Media Post	Consistency in implementation List of phone calls	Improved attendance Improved home/school relationship
Continue “When I Grow Up” unit of student for computers class for Grade 5 students; consider expanding to other grade-levels	Campus Admin Specials Teacher	Spring	College & Career Project Lesson Plan	Student Participation	Drop Out Rate
Coordinate with CATE & College Prep programs at high school to tour facilities and host guest speakers during second semester for Grade 5 students	Campus Admin CATE Director	Spring	Local Field Trip	Student Participation	Drop Out Rate
Communicate SEL topics with parents/guardians to foster home/school relationship	Principal Counselor	Weekly	SEL Discussion Topics Class Dojo Photos	Student Attendance	Drop Out Rate
Investigate and implement awareness days to help students learn empathy towards one another	Principal Counselor	Annually	Cultural Awareness Materials Kid-Friendly Information about Dyslexia, Autism, Visual Impairment, Physical Impairment, etc.	Student Attendance	Drop Out Rate

School-wide Components Addressed – Goal 3 Obj. 3.1

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

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	Timeline	Resources	Formative	Summative
✓ ✓ Provide drug and violence (anti-bullying); puberty and hygiene education curriculum in K-12	Principals SRO/Marshal Counselor	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 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 (ie, pulling fire alarm)	Security Director	Annually	SROs School Marshals	Discipline Referrals	Discipline Reports
✓ ✓ Offer anger management counseling in ISS and DAEP	Principals Counselors Special Programs Dir.	Ongoing	Curriculum	Counseling Records	SDFSC Report
Investigate the establishment of “Buddy Rooms,” where students can be sent to a teacher’s classroom they can relate to prior to being sent to the office for behavior	Principals	2024-2025	N/A	Logistics Review	Decision Reached / Buddy Rooms Established
✓ ✓ Ensure school lunches are prepared adhering to proper nutrition and adequate portion size as required by state	Food Service Director SHAC Committee		Ongoing	State Guidelines	Lunch Menus
✓ ✓ 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 and 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
✓ ✓ Provide Security Director	Superintendent	Annually	Security Director	Position Filled	SDFSC Report
✓ ✓ Promote school / community pride and positive attitudes	Principals Counselors Teachers	Annually	Character Ed. Program	Discipline Records	Discipline Records
✓ ✓ 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
✓ ✓ 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 Counselors	Weekly	Scheduled Time	Schedule	Students meeting with staff
✓ ✓ Food 4 Kids 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 techniques and sessions with the counselor to address bullying and violence reports	Principals Counselor	Annually	Training for Peer Mediation	Techniques Utilized	Incidence of Violence

✓✓ Trusted World Clothing Program	Counselors	Annually	Trusted World	Clothing Provided	Clothing Provided
Provide kindness assemblies (NED Show; Nana Puddin')	Principals Counselor	Once Per Semester	Counseling Budget Speakers	Programs Offered	Incidence of Violence
Continue to implement and streamline school-wide behavior management program that includes positive rewards along with clear-cut, streamlined disciplinary steps	Principals	Ongoing	Administrative Staff PBIS Roar Store Step Program Flow Chart	Reduced Discipline Referrals	Discipline Reports
Implement weekly Positive Behavior phone calls with the principal for each homeroom to honor students making wise choices, making improvements, and doing the right thing	Principal Teacher	Weekly	Nominations Certificates Phone Call Social Media Post	Consistency in implementation List of phone calls	Improved attendance Improved home/school relationship
Create and implement Harper Elementary School daily pledge using the "We are Harper. Hear us ROAR." motto as a starting point.	Principals	Daily	Administrative Staff	Daily Announcements	Discipline Reports
Investigate ways male and female role models can be involved in campus-based and classroom volunteer opportunities	Principals Counselors	Weekly	Parent Volunteers	Discipline Records	Discipline Reports

School-wide Components Addressed – Goal 4 Obj. 4.1, 4.2, & 4.3

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 5: Increase Parental and Community Involvement

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

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Provide information to parents and community about involvement opportunities in the district (English and Spanish)	Principals	Beginning of Each Semester	Monthly Calendar Save-the-Dates Class Dojo Facebook Teacher Newsletters Staff Websites 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	Facebook Infinite Campus Email Text Message Class Dojo Google Classroom Marque Signage	Record of notifications	Parental and Community Participation
✓ ✓ Provide text message system for notification to parents	Superintendent	Annually	Infinite Campus	Notifications Sent	Parent Communication
✓ ✓ Maintain parent portal with weekly updates	Principals	Annually	Technology Dept. PEIMS personnel	Software installation	Parent Communication
✓ ✓ Increase email by class, grade, campus, and district	Superintendent	Annually	Technology Dept. PEIMS personnel	Software installation	Parent Communication
✓ ✓ Provide training video on use of Parent Portal, and add link to this video in the initial welcome email through Infinite Campus	Technology Coach District PEIMS Coordinator	Annually	Training Video Parent Compacts	Creation of Video Video Posted	Parent Use of Video
✓ ✓ Promote adult ESL courses to assist non-English speakers in learning the language	Community Ed. Facilitator	Fall and Spring Semester	Local Funds	Course Enrollments	Community Involvement

✓ ✓ Implement parenting education courses	Community Ed. Facilitator Principals Counselors	Fall and Spring Semester	Videos Newsletters	Parental Involvement	Parental Involvement
✓ ✓ Involve Community Leaders with school organizations	Principals	Annually	Community Leaders	Community Involvement	Community Involvement
✓ ✓ Provide student before/after school programs/clubs led by staff with the opportunity for parents/guardians to serve as co-sponsors	Campus Principal	Annually	Varied Activities	Student Involvement	Parental Involvement
✓ ✓ Provide progress reports/report cards to parents/guardians	Teachers	Every 3 Weeks	Gradebook	Student Grades	Involvement
✓ ✓ Provide convenient times for parent/teacher conferences	Teachers	As Needed	Time	Conferences	Conferences
✓ ✓ Investigate ways male and female role models can be involved in campus-based and classroom volunteer opportunities	Principals Counselors	Weekly	Parent Volunteers List of Activities	Discipline Records	Discipline Reports
✓ ✓ Provide Community Clothes Closet	Local Ministers	Annually	First Baptist Church Location	Church Records	Parents/ Students Served
✓ ✓ Offer parent engagement nights.	Elem. Principals PTO Parent Volunteers	Annually	Volunteers	Schedule of Events	Attendance at Events
Include educational activities into school day events	Campus Principals	Thanksgiving Lunch Holiday Party Valentine Party Field Day	Read Aloud Book Academic Activity Guiding PowerPoint	Parent Involvement	Parent Involvement
Issue a monthly calendar of events on website and weekly community activities in e-mail express	Principals	Monthly	Local \$4,000	Monthly Newsletter	Parental and Community Involvement

Provide campus tours for new enrollees and their grown-ups	Campus Admin	As Needed	Newcomer Folder	Parental Involvement	Parental Involvement
Provide curriculum virtual and/or in-person nights at each grade-level for parents	Principals Grade Level Teams	Annually	Local Funds Videos Facebook Live	Parent Involvement	Parent Involvement
Continue offering family involvement events	Campus Principal PTO	Annually	Local Funds	Schedule of Events Participation	Participation
Continue celebrating multi-culturalism with monthly announcements and corresponding activities	Principal Homeroom Teachers	Hispanic Heritage Month Black History Month Women's History Month Pacific Islander Month	Local Funds Facebook Live Promotional Materials Announcements	Schedule of Events	Participation
Continue celebrating contributions from our community	Principal PTO Music Teacher	Harper Hero Wall of Veterans Veteran's Day Musical	Music Teacher Veterans Parent Volunteers	Schedule of Events	Participation
Investigate parent engagement nights hosted once each nine weeks by each grade-level.	Principals PTO Homeroom Teachers	Once Per Nine Weeks	Project Managers Volunteers Local Funds	Schedule of Events	Participation
Offer Facebook Live events for community members to join monthly	Campus Principal	Monthly	Local Resources First Friday Facebook Live	Parent Involvement	Parent Involvement

School-wide Components Addressed – Goal 5 Obj. 5.1

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.1: Provide services for Special Education Students

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Provide a 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 Instructional Coach support to focus on best practices and resources that lead to improved instruction for students with IEPs	Campus Principals SpEd Teachers Inclusion Aides	Annually	TEKS TEA STAAR Resources	Nine-Weeks Test Grades	STAAR Results
✓ ✓ Provide a smooth transition for SpEd students moving from one campus to the next. (<i>i.e., transition conference for parent and student that includes staff from both campuses; visits to the new campus after school to tour the building and its facilities, and walk the student's schedule to prepare them for the first day, etc.</i>)	Special Programs Director Campus Principals	Annually	Staff FTE	Conference/Tour Schedules	Conferences and Tours Held
Provide professional development for teachers in Tier 1 interventions, differentiation, and various individual student disabilities, such as autism.	Deputy Supt. Special Programs Director	Annually	Region 10 ESC	Staff Development Records	Staff Development Records

Provide tour of school prior to school beginning for students with special needs	Principal SpEd Case Worker	August	Principal	Participants	Participants
Facilitate tour of Mattei Middle School prior to school for students entering 6 th grade	Campus Admin MMS Admin	Spring	Local Field Trip	Student Participation	Student Participation
Develop master schedule to maximize inclusion teaching positions and support staff	Principal SpEd Teachers Inclusion Aides	2022-2024	Campus Principal SpEd Teachers Master Schedule	Student Schedules IEP Goals	Special Education Promotion Rates

School-wide Components Addressed – Goal 6 Obj. 6.1

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.2: Provide services for Bilingual/ESL Students

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Provide a bilingual & ESL program for Kinder – 5 th grade students	Asst. Supt. Curriculum	Annually	Bilingual Funds Local Funds	Student Grades	RPTE Results
✓ ✓ Provide subject-specific staff development in SIOP and ELPs	Principals	Annually	Region 10 ESC Campus Training	Staff Dev. Records	ESL Promotion Rates
✓ ✓ Continue instructional programs that support EB students like Fry Word Lists and Guided Reading	Asst. Superintendent Principals Homeroom Teachers Bilingual Teachers	Annually	Region 10 Adopted Curriculum Supplemental Materials	Implementation of Programs	Nine Weeks Grades TELPAS Results
✓ ✓ Allocate time to analyze TELPAS listening, speaking, reading, and writing data with monolingual ELAR teachers to determine classrooms language supports to help EBs achieve academic growth	Principal Counselor Bilingual Teachers ELAR Teachers	Annually	TELPAS Scores	Monitor Student Progress	TELPAS Rankings from Year-to-Year Number of Students Reclassified
✓ ✓ Provide professional development for teachers in strategies that support working with EB students	Special Programs Director	Annually	Region 10 Specials Programs Director	Staff Development Records	Staff Development Records
✓ ✓ Provide Spanish versions of notes and materials sent home	Superintendent Campus Admin	As Needed	Translators either people or electronic	Notes	Parent Communication
✓ ✓ Provide translators for school activities & meetings such registration, open house, PTO meetings, etc.	Principals Grade-Level Bilingual Teacher	As Needed	Translators	Meeting records	Meeting records
Actively recruit high-qualified Hispanic teachers,	Deputy Superintendent HR	Annually	Job Fairs	Hispanic staff	Hispanic staff

administrators, and staff from various cultural backgrounds					
✓ ✓ Investigate resources for parents/guardians who speak languages other than Spanish	Director of Special Programs Campus Admin	Annually	Region 10 Home/School Communication	Translator Resources	Records of Usage Increased Parent Involvement/Su pport
✓ ✓ Investigate ESL programs for late enrollees via outside organizations	Special Programs Director	2024-2025	Curriculum	EB Grades	EB State Assessments
✓ ✓ Offer after school and Community Ed. Programs.	Principals Community Ed. Coor.	Annually	Local Funds Tuition	After School Programs	Student / Community Participation
✓ ✓ Provide front office bilingual personnel	Principals	Annually	1 FTE per campus	Campus personnel	Parent Communication
✓ ✓ Promote Community Education English Classes	Principals	Annually	English Classes Flier in Spanish	Attendance Records	Completion Records
Provide variety of community member guest speakers from various cultures	Principals	Annually	Guest Speakers	Speaker Records	Positive Role Models
✓ ✓ Provide additional online practice testing	Executive Director of Special Programs	Annually	Online Resources	Practice Testing	STAAR Results
✓ ✓ Provide Family and Community engagement activities	Principals Teachers	Annually	Local Funds	Activities Offered	Family and community participation
Use technology products that provide translations of text	Public Relations Coordinator	Annually	Facebook Class Dojo	Translator Apps Provided	Records of Usage
Clearly communicate structure of the Princeton bilingual program	Asst. Superintendent	Annually	Brochure Teacher Education Parent Education	Brochure	Parent Communication
Purchase and use technology-based products that support EBs in monolingual classes (Ex: Flocabulary, BrainPop, Learning Farm, IXL, Flipgrid, Seesaw, Padlet, Pear Deck,	Asst. Superintendent Principals Homeroom Teachers Bilingual Teachers	Annually	Technology Programs Student Devices	Implementation of Programs	Nine Weeks Grades TELPAS Results STAAR Results

Socrative, Education Galaxy, epic, Tumblebooks)					
Investigate programs designed to address the needs of students in Grades 4-8 who are at-risk of becoming long-term EBs	Asst. Superintendent	Annually	Region 10	Implementation of Programs	Nine Weeks Grades TELPAS Results Number of Students Reclassified
Provide trainings to holistically rank Kinder & Grade 1 students' language proficiency	Director of Special Programs District Testing Coordinator Campus Testing Coordinator Bilingual Lead Campus Admin	Annually	Region 10 Special Programs Director Training & Calibration Platform	Monitor Student Progress	Calibrated Rankings from Year-to-Year
Continue providing high-quality training in state-required language proficiency testing (preLAS, LAS Links, IOWA, TELPAS)	Director of Special Programs District Testing Coordinator Campus Testing Coordinator Bilingual Lead Campus Admin	Annually	Region 10 Special Programs Director Training & Calibration Platform	Monitor Student Progress	Calibrated Rankings from Year-to-Year

School-wide Components Addressed – Goal 6 Obj. 6.2

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.3: Provide services for Dyslexic Students

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Actively screen and test students for dyslexia and related disorders	Teachers RTI Team Diagnosticians	Ongoing	Teacher Checklist TxKEA Screener TPRI Screener MAP Testing Really Great Reading Progress Monitoring	Students Identified	Student Grades STAAR SpEd Referrals Qualifying Students
✓ ✓ Refer identified students to Special Education	RTI Team Counselor	Ongoing	504 Procedures manual	Students Identified	Student Grades STAAR
✓ ✓ Review students on an annual basis; reevaluate every 3 years	RTI Team Counselor Special Programs Diagnosticians Campus Admin	Annually	Evaluation Forms	Student Evaluation forms reviewed annually	Student Grades STAAR
✓ ✓ Offer classroom modifications and/or multi-sensory reading program	Principals Dyslexia Therapist	Annually	Staff FTE Materials Take Flight Program Barton Program	Student Evaluation forms	Student Grades STAAR Annual Progress in Program Number of Students Exiting Program
✓ ✓ Offer Pre-Flight program for K-2 students at risk of dyslexia and/or at the recommendation of dyslexia therapists	Principals Dyslexia Therapist	Annually	Staff FTE Materials	Student Evaluation forms	Early Reading Test Results
✓ ✓ Provide staff development	Principals Dyslexia Therapist SpEd Teachers ARI Teacher	Annually	Take Flight	Staff Development Offered	Student Grades STAAR DRA Reading Levels

✓ ✓ Offer STAAR accommodations-	Principals Dyslexia Therapist SpEd Teachers ARI Teacher RTI Team	Annually	Testing Coordinator's Manual	Student Grades	Student Grades STAAR
Promote the use of Learning Ally Audiobook Solution as a resource for school and home use	Special Programs Director Dyslexia Therapist SpEd Case Managers 504 Coordinator	Annually	Staff FTE Materials Login Info Sheet	Resources Provided Access Logs	Student Support DRA & Lexile Growth
✓ ✓ Provide resources for parents to help students at home	Principals	Annually	Staff FTE Materials	Resources provided	Student Support
Develop master schedule to maximize inclusion teaching positions and support staff	Principal SpEd Teachers Inclusion Aides	2024-2025	Campus Principal SpEd Teachers Master Schedule Instructional Materials	Student Schedules IEP Goals Student Progress	Student Grades STAAR Results DRA Reading Levels
Investigate the consistent use of Assistive Technology for students qualifying for Special Education as a child with dyslexia to promote continued use of resources that allow for independence in the mainstream classroom (ex: extensions that allow test-to-speech; typing vs. writing; reducing frustration & fatigue, etc.)	Principals Dyslexia Therapist SpEd Teachers	2024-2025	Local Funds Data to Support Need Parent/Student Training	Work Completion Teacher Observations Parent Reports Progress on IEP Goals	Progress on IEP Goals Progress in Take Flight Student Feedback

School-wide Components Addressed – Goal 6 Obj. 6.3

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.4: Provide services for at-risk students

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Identify at-risk students according to board policy	Counselors	First 4 weeks of school year	Board Policy	Student list	Student list
✓ ✓ Provide counseling services	Counselors	As Needed	Staff FTE	Counseling Records	Drop-Out, Promotion and STAAR Scores
✓ ✓ Provide Computer Labs and Software for Remediation; Investigate increasing grade-level technology available on a daily basis	Principals Technology Director	Annually	SCE Funds	Nine Week Computer Lab usage records	Drop-Out, Promotion and STAAR Scores
✓ ✓ Provide tutoring with transportation on Monday, Tuesday, Wednesday, and Thursdays	Transportation Dept. Classroom Teachers	Weekly	SCE, ARI and Local Funds Staff FTE	Tutoring Records Progress Reports	Drop-Out, Promotion and STAAR Scores
✓ ✓ Provide alternative schools (discipline and credit recovery)	Superintendent	As Needed	SCE Funds Staff FTE	AEP Records checked end of each 9 wk period	Drop-Out, Promotion and STAAR Scores
✓ ✓ Provide RTI to monitor students	Principals	As Needed	Staff FTE	Nine Week At-Risk Student Evals.	Drop-Out, Promotion and STAAR Scores
✓ ✓ Provide PALS program	HS Principal HS Teacher Rep Counselor Classroom Teachers	Annually	PALS Training	Students Enrolled	Interventions
✓ ✓ Strive to get parents involved through parent/teacher conferences with all at-risk students	Principals Classroom Teachers	BOY MOY EOY	Teachers	Parent Contacts	Parents Involved
✓ ✓ Title I; Conference with parents of all at-risk students	Elementary and Intermediate Principals	Annually	Funds	Nine-Weeks tests Results	STAAR Results

✓ ✓ Provide extended day and summer school	Principals	Annually	Staff FTE	Enrollment and credit received each semester	Drop-Out, Promotion and STAAR Scores
✓ ✓ Provide high-quality Accelerated Reading Instruction for students at-risk of failing	Elementary and Intermediate Principals	Annually	Funds	Nine -Weeks tests Results	STAAR Results
✓ ✓ Provide high-quality Accelerated Math Instruction for students at-risk of failing	Elementary and Intermediate Principals	Annually	Funds	Nine -Weeks tests Results	STAAR Results
✓ ✓ Homeless Program	Deputy Superintendent	Annually	Funds	Nine -Weeks test Results	STAAR Results
Provide Harper Helpers program	Campus Principal	Annually	Methodist Church	Participation	Participation
Communicate with parents/guardians each nine weeks about grades that may result in failure for the year and ways to support academic efforts at home	Principal Classroom Teachers	Grading Period	Local Funds	Report Cards	Report Card
Provide after-school programming for students at a district-based site	Boys & Girls Club	Daily	Boys & Girls Club	Student Participation	Student Participation
Develop master schedule to maximize push-in services during core content blocks to support students in a mainstream setting	Principal SpEd Teachers Reading Specialist Math Specialist	Annually	Campus Principal SpEd Teachers Master Schedule	Student Progress	Student Grades STAAR Results

School-wide Components Addressed – Goal 6 Obj 6.4

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.5: Provide services for gifted and talented (GT) and advanced academic students

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Offer teacher/administrator training in GT testing and identification	Deputy Superintendent of Instruction	Fall In-service	In-service Campus Training	Training Records	GT Testing
✓ ✓ Expand database of apps and websites	Deputy Superintendent of Instruction	Annually	Apps and Websites Renzulli Learning	Data Base	Use of Apps and Websites
✓ ✓ Serve students in grades K-1 in their classrooms through GT cluster groups	Elementary Principals Homeroom Teachers	Annually	GT Funds GT Certification Course	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 GT Teacher	Annually	GT Teacher	Lesson Plans	GT Participation Rates
✓ ✓ Utilize Frontline for GT Data Storage	Special Programs Director	Annually	Local Funds	Data Base Set Up	Student Records
✓ ✓ Communicate GT Plan with Parents	Principals	Annually	Staff FTE	Parent Notice	Parent Participants
✓ ✓ Increase identification efforts for students in specials populations	Principals Teachers	Annually	Staff FTE	Identification Protocols Enforced	Students Identified
✓ ✓ Increase parent communication for identification and program services (ie: assistance with forms)	Specials Programs Director GT Teachers	2024-2025	Staff FTE Campus Training	Procedures Implemented	Parent Contacts
✓ ✓ Focus instruction and homework on quality not quantity for all grade levels	Principals Homeroom Teachers Instructional Coaches	Annually	Classroom Materials	Unit Lesson Plans	Teacher Lessons
✓ ✓ Increase academically oriented activities (UIL Academics, Robotics, Science Club)	Principals Teachers GT Teacher	Annually	GT Funds Staff FTE	Student Participation	Student Participations

✓ ✓ Provide enrichment centers for students in classrooms K- 5	Homeroom Teacher Instructional Coaches	Daily	Local Funds	Lesson Plans	Student Grades
Identify and serve students in multiple areas of giftedness	Deputy Superintendent of Instruction	2024-2025	GT Handbook	Identified Students	Areas Served
Employ full-time GT teacher for grades 2-5.	Asst. Supt. of Elementary Curriculum	Annually	GT Funds	Pull Out Schedules	GT Participation Rates

School-wide Components Addressed – Goal 6 Obj 6.5

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
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Goal 7: Provide for the growth and ever-changing demographics of Princeton ISD

Obj. 7.1: Provide for growth and changing demographics

Strategies	Responsibility	Timeline	Resources	Formative	Summative
✓ ✓ Provide new facilities to accommodate growth	Superintendent Board	As needed	Bond Funds	Facilities	Facilities
✓ ✓ Recruit teachers that reflect student population	Superintendent Deputy Superintendent Principals	Annually	Recruitment	Teachers Employed	Teachers Employed
✓ ✓ Help promote city activities such as National Night Out, Easter Egg Hunt, youth league sports, tree decorating and lighting, summer activities, Onion Festival, etc.	District Communications	As Needed	Email Express Newsletters Webpage	Events Publicized	Event Attendance
✓ ✓ Hiring strategies that promote ethnically diverse staffing patterns	Deputy Superintendent HR	Annually	Region 10 College Career Fairs	Applications	Hiring Records
✓ ✓ Education and celebrations of ethnicity and heritage with consideration of 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	Annually	Local Funds Staff FTE State Allotment	Application Complete and Program Implementation	Teacher Designations
Develop Newcomers Folders to new enrollees that includes information	Campus Principal	Annually	Folders Informational Flyers Time	Folders Handed Out	Community Involvement Parent Feedback
Provide community-wide events	Superintendent	Annually	Facilities, Time	Events Offered	Attendance at Events

Promote the city library	Campus Principal	Ongoing	Local Field Trip Newcomers Folder Class Dojo Facebook	Events Publicized	Participation
Provide notifications on multiple forums to increase home/school communication in English and Spanish while investigating the capabilities of programs to translate into other languages	Principal	Continually	Class Dojo Facebook Infinite Campus Messenger Email	Involvement	Involvement
Develop procedures and practices to safely care for student walkers and bikers as Harper becomes a neighborhood school	Principal	Ongoing	Local Funds	Safe Arrival and Dismissal Procedures	Safe and Efficient Procedures

School-wide Components Addressed – Goal 7 Obj. 7.1

- 1. Comprehensive Needs Assessment
- 2. School-wide Reforms Strategies
- 3. Instruction by Highly Qualified Teachers
- 4. High Quality Ongoing Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs