

Lumberton Independent School District
Lumberton Primary School
2024-2025 Campus Improvement Plan



Mission Statement

In order to achieve our vision, LISD will challenge and inspire all students to develop their talents, becoming the best version of themselves

Vision

To be a premier school district with an inclusive culture for excellence in learning and leading

Core Values

Focus on the student and continue to learn ... everything else will fall into place.

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 Goal 2: Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators (ESF Lever 2). 21

 Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3). 25

 Goal 4: Provide high-quality curriculum, instruction, and assessments with a focus on student learning and post-secondary preparedness (ESF Levers 4 & 5). 32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment:

2023-2024 (as of September 12, 2023) 607

2024-2025 (as of September 20, 2024) 576

Special Education:

2023 - 2024 (as of September 12, 2023) 86

2024-2025 (as of September 20, 2024) 91

Ethnicity/Gender:

	2023-2024	2024-2025
White	83.36%	84.72%
African American	.33%	0%
Hispanic	12.85%	10.94
American Indian/Alaskan Native	0%	.35%
Asian	1.48%	.87%
Pacific Islander	.16%	.17%
Two or more races	1.81%	2.95%
Male Students	47.3	47.0%
Female Students	52.7%	52.9%
SpEd Students	14.1%	15.7%

Demographics Strengths

A demographic strength from the provided data could be the increased diversity reflected in the rise of students identifying as Two or more races, growing from 1.81% in 2023-2024 to 2.95% in 2024-2025. This suggests that the student population is becoming more diverse in terms of racial identity, which can contribute to a richer, more inclusive school culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special programs numbers are projected to increase due to the rise in Dyslexia identified students. **Root Cause:** Due to the changes in the Dyslexia law (HB 3928).

Priority Problem Statements

Problem Statement 1: Our special programs numbers are projected to increase due to the rise in Dyslexia identified students.

Root Cause 1: Due to the changes in the Dyslexia law (HB 3928).

Problem Statement 1 Areas: Demographics - Curriculum, Instruction, and Assessment - School Context and Organization - Demographics - School Processes & Programs

Problem Statement 2: The majority of first and second-grade students are falling below the benchmark in math and reading.

Root Cause 2: Inconsistent tier one intervention.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning

Problem Statement 3: High volume of threat assessments during the 2023-2024 school year.

Root Cause 3: Lack of social and emotional student support.

Problem Statement 3 Areas: School Culture and Climate - School Context and Organization - School Processes & Programs

Problem Statement 4: Staff attendance has decreased from past years. Lack of substitutes makes it difficult to meet the needs of all students.

Root Cause 4: Lack of substitutes picking up sub jobs.

Problem Statement 4 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Processes & Programs

Problem Statement 5: PLCs are not running as efficiently and effectively as they should. Student performance on universals is not showing satisfactory growth.

Root Cause 5: Lack of training and administrative support

Problem Statement 5 Areas: School Culture and Climate - Curriculum, Instruction, and Assessment - School Context and Organization - School Processes & Programs

Problem Statement 6: Parent involvement is needed.

Root Cause 6: Lack of an organized volunteer program.

Problem Statement 6 Areas: Student Achievement - School Culture and Climate - Parent and Community Engagement - Perceptions

Problem Statement 7: Lack of availability of campus administration.

Root Cause 7: Campus size and number of staff members too large for number of campus administration team.

Problem Statement 7 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization - School Processes & Programs

Problem Statement 8: Current curriculum instruction requires digital platforms to teach, learn, and access effectively. All Chromebook carts are assigned to grade levels and are shared amongst 55-75 students per cart. Each cart contains 20-30 Chromebooks.

Root Cause 8: Lack of funds to purchase technology.

Problem Statement 8 Areas: Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Technology - Student Learning - School Processes & Programs

Problem Statement 9: Communication between administration and staff members needs to be more frequent and transparent.

Root Cause 9: The number of staff-to-administration is disproportional.

Problem Statement 9 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

Performance Objective 1: The Campus Leadership Team will meet regularly to collaboratively assess, plan, and make decisions for the campus systems, schedules, and daily affairs as well as communicate those decisions efficiently and effectively with all stakeholders.

HB3 Goal

Evaluation Data Sources: Meeting agendas and sign-in sheets

Strategy 1 Details	Reviews		
Strategy 1: Conduct ongoing evaluation of all available programs, services, and software. Strategy's Expected Result/Impact: Improve quality of programs and services; Evaluate the need of technology applications and software; Increase budgetary efficiency. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 3 - Student Learning 2 - School Culture and Climate 6 - School Processes & Programs 5 - Curriculum, Instruction, and Assessment 2 - Technology 1	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Utilize and contribute to the district-wide event calendar to plan events that impact multiple campuses and/or departments. Strategy's Expected Result/Impact: Parents are available to attend or join in informational meetings offered at a variety of times that do not conflict with other scheduled events in the district. Staff Responsible for Monitoring: Campus administrators Title I: 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 5 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Development and distribution of Campus Parent and Family Engagement Policy and School Parent Compact. Strategy's Expected Result/Impact: Needs of At-Risk students addressed, increased parent involvement Staff Responsible for Monitoring: Campus administrators Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 5 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Current curriculum instruction requires digital platforms to teach, learn, and access effectively. All Chromebook carts are assigned to grade levels and are shared amongst 55-75 students per cart. Each cart contains 20-30 Chromebooks. Root Cause: Lack of funds to purchase technology.

School Processes & Programs
Problem Statement 5: Current curriculum instruction requires digital platforms to teach, learn, and access effectively. All Chromebook carts are assigned to grade levels and are shared amongst 55-75 students per cart. Each cart contains 20-30 Chromebooks. Root Cause: Lack of funds to purchase technology.
Perceptions
Problem Statement 1: Parent involvement is needed. Root Cause: Lack of an organized volunteer program.

Goal 1: Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

Performance Objective 2: Build leadership and improve capacity throughout the campus by providing training opportunities and resources to teachers, administrators, and other staff.

HB3 Goal

Evaluation Data Sources: Certificates of completion, Sign-in sheets, and walk-thoughts

Strategy 1 Details		Reviews		
Strategy 1: Conduct weekly Campus Leadership meetings and communicate the decisions of the group to the rest of the staff. Strategy's Expected Result/Impact: Increased scores, positive campus morale Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3, 4 - School Processes & Programs 4, 6 - Staff Quality, Recruitment, and Retention 2, 3 - School Context and Organization 1		Formative		Summative
		Nov	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Conduct regular Special Education Department meetings. Strategy's Expected Result/Impact: Grow communication and cohesiveness in the Special Education Department. Staff Responsible for Monitoring: Campus administration and Lead Special Education teacher Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 5		Formative		Summative
		Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Provide opportunities for staff to utilize district specialists (behavioral and technology) and curriculum coordinators. Strategy's Expected Result/Impact: Increased scores and positive morale Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 7 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Provide clear communication about upcoming events, campus requirements, and current events on campus and district through weekly campus newsletter. Strategy's Expected Result/Impact: Positive campus morale, grow communication and cohesiveness on campus Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 3, 5 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 2 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our special programs numbers are projected to increase due to the rise in Dyslexia identified students. Root Cause: Due to the changes in the Dyslexia law (HB 3928).
School Processes & Programs
Problem Statement 1: Our special programs numbers are projected to increase due to the rise in Dyslexia identified students. Root Cause: Due to the changes in the Dyslexia law (HB 3928).

School Processes & Programs
<p>Problem Statement 3: PLCs are not running as efficiently and effectively as they should. Student performance on universals is not showing satisfactory growth. Root Cause: Lack of training and administrative support</p> <p>Problem Statement 4: Lack of availability of campus administration. Root Cause: Campus size and number of staff members too large for number of campus administration team.</p> <p>Problem Statement 6: Communication between administration and staff members needs to be more frequent and transparent. Root Cause: The number of staff-to-administration is disproportional.</p>
Perceptions
<p>Problem Statement 1: Parent involvement is needed. Root Cause: Lack of an organized volunteer program.</p>

Goal 1: Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).





Performance Objective 3: Promote district's core values, vision, and mission across the campus as tools for strategic decision making, planning, and organizational improvement

HB3 Goal

Evaluation Data Sources: Sign-in sheets, meeting agendas, parent newsletters, weekly campus newsletter

Strategy 1 Details		Reviews		
Strategy 1: Ensure the visual presence of the district's core values, vision, and mission across the campus, website, and social media. Strategy's Expected Result/Impact: Grow campus cohesiveness Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2 - School Processes & Programs 7 - Staff Quality, Recruitment, and Retention 1		Formative		Summative
		Nov	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Use the district's core values as criteria to recognize staff. Strategy's Expected Result/Impact: Increase staff morale, grow the understanding of district core values. Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2 - School Processes & Programs 7 - Staff Quality, Recruitment, and Retention 1		Formative		Summative
		Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Incorporate the district's core values, vision, and mission during staff and community meetings, presentations, and communications. Strategy's Expected Result/Impact: Increased scores and positive morale Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2, 3 - School Processes & Programs 6, 7 - Staff Quality, Recruitment, and Retention 1, 2		Formative		Summative
		Nov	Mar	June

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Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 6: Communication between administration and staff members needs to be more frequent and transparent. Root Cause: The number of staff-to-administration is disproportional. Problem Statement 7: Staff attendance has decreased from past years. Lack of substitutes makes it difficult to meet the needs of all students. Root Cause: Lack of substitutes picking up sub jobs.





Goal 1: Goal 1: Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).

Performance Objective 4: Concentrate campus improvement efforts by targeting five focus areas: counseling, student attendance, student discipline, professional learning communities, and student academic growth.

HB3 Goal

Evaluation Data Sources: Sign-in sheets, meeting agendas, parent newsletters, weekly campus newsletter

Strategy 1 Details		Reviews		
Strategy 1: Campus administration shall establish appropriate systems in each focus area and ensure their implementation by means of written expressions for counselors, assistant principals, grade level leaders, department leaders, and other staff members in accordance with their areas of responsibility Strategy's Expected Result/Impact: Increased student/staff attendance, decreased student discipline referrals, increased student academic achievement, improved academic planning, improved data desegregation Staff Responsible for Monitoring: Campus Administration and Leadership Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2, 3 - School Processes & Programs 6, 7 - Staff Quality, Recruitment, and Retention 1, 2		Formative		Summative
		Nov	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Put systems in place to increase student attendance Strategy's Expected Result/Impact: Put systems in place to increase student attendance Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 4		Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Put systems in place to enhance student counseling services Strategy's Expected Result/Impact: Student self control increased Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 2 - School Context and Organization 3	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Put systems in place to increase appropriate behavior and decrease inappropriate behaviors Strategy's Expected Result/Impact: Students will become aware of appropriate and inappropriate behaviors. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 2 - School Context and Organization 3	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Put systems in place to improve the effectiveness of PLCs Strategy's Expected Result/Impact: Student Growth Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 7 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2	Formative		Summative
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Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The majority of first and second-grade students are falling below the benchmark in math and reading. Root Cause: Inconsistent tier one intervention.
School Processes & Programs
Problem Statement 2: High volume of threat assessments during the 2023-2024 school year. Root Cause: Lack of social and emotional student support.
Problem Statement 3: PLCs are not running as efficiently and effectively as they should. Student performance on universals is not showing satisfactory growth. Root Cause: Lack of training and administrative support
Problem Statement 6: Communication between administration and staff members needs to be more frequent and transparent. Root Cause: The number of staff-to-administration is disproportional.
Problem Statement 7: Staff attendance has decreased from past years. Lack of substitutes makes it difficult to meet the needs of all students. Root Cause: Lack of substitutes picking up sub jobs.

Goal 2: Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators (ESF Lever 2).





Performance Objective 1: Provide job-specific training and professional learning to all staff members tailored to their individual professional needs.

HB3 Goal

Evaluation Data Sources: Training Agendas and Sign-In Sheets

Strategy 1 Details	Reviews		
Strategy 1: Provide individualized teacher support from curriculum coordinators and the administrative team. Strategy's Expected Result/Impact: Increased scores, positive campus morale Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 2	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Increase employee capacity and collective teacher efficacy through observation and feedback cycles. Strategy's Expected Result/Impact: Increased scores, positive campus morale Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Culture and Climate 3, 7 - School Processes & Programs 3, 6 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2	Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Encourage and support instructional staff in seeking content-specific professional development opportunities, including optional professional learning opportunities on the district workdays. Strategy's Expected Result/Impact: Increased scores, positive campus morale Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3, 4, 7 - School Processes & Programs 3, 4, 6 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1, 2		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: PLCs are not running as efficiently and effectively as they should. Student performance on universals is not showing satisfactory growth. Root Cause: Lack of training and administrative support Problem Statement 4: Lack of availability of campus administration. Root Cause: Campus size and number of staff members too large for number of campus administration team. Problem Statement 6: Communication between administration and staff members needs to be more frequent and transparent. Root Cause: The number of staff-to-administration is disproportional.

Goal 2: Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators (ESF Lever 2).

Performance Objective 2: Aim to ensure that 100% of the teachers are certified and effective.

HB3 Goal

Evaluation Data Sources: Teacher and Paraprofessional certifications

Strategy 1 Details	Reviews		
Strategy 1: Ensure that every teacher receives a minimum of 2 instructional walk-throughs a year. One walk-through per semester at minimum. Strategy's Expected Result/Impact: Improve instructional strategies Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 3, 4 - School Processes & Programs 4, 6 - Staff Quality, Recruitment, and Retention 2, 3 - School Context and Organization 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Ensure that every 1st year teacher has a district mentor. Strategy's Expected Result/Impact: Increase teacher efficiency. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 4	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The majority of first and second-grade students are falling below the benchmark in math and reading. **Root Cause:** Inconsistent tier one intervention.

School Processes & Programs

Problem Statement 4: Lack of availability of campus administration. **Root Cause:** Campus size and number of staff members too large for number of campus administration team.

Problem Statement 6: Communication between administration and staff members needs to be more frequent and transparent. **Root Cause:** The number of staff-to-administration is disproportional.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 1: Provide explicit behavioral expectations and management systems for students and staff.

Evaluation Data Sources: discipline referral reports

Strategy 1 Details	Reviews		
Strategy 1: Implement a behavior management system with common language and school expectations. Strategy's Expected Result/Impact: decrease in office referrals Staff Responsible for Monitoring: Campus leadership team Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 2 - School Context and Organization 3	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Present updated campus-wide behavior management system to staff and students. Strategy's Expected Result/Impact: Understanding of the plan and correct implimentation Staff Responsible for Monitoring: campus leadership team Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Processes & Programs 2 - School Context and Organization 3	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Provide parents with information on campus-wide behavioral system Strategy's Expected Result/Impact: Decrease in office disciplinary referrals Staff Responsible for Monitoring: Campus leadership team ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 5 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: High volume of threat assessments during the 2023-2024 school year. Root Cause: Lack of social and emotional student support.
Perceptions
Problem Statement 1: Parent involvement is needed. Root Cause: Lack of an organized volunteer program.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 2: Engage families and the community on a regular basis and ensure consistent, transparent, and timely communication with all stakeholders.

Evaluation Data Sources: Positive School Culture

Strategy 1 Details	Reviews		
Strategy 1: Inform parents of and encourage participation in the following: family literacy events, math events, schoolwide title meetings, parent and family engagement development and distribution, campus accountability meetings, book fair family night, music programs, class holiday parties, field day, and awards programs. Strategy's Expected Result/Impact: Parents will be provided with program information and strategies to help their children be successful in school. Staff Responsible for Monitoring: Campus leadership team Title I: 2.4, 2.6, 4.1 Problem Statements: Student Achievement 2 - School Culture and Climate 5 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Communicate campus events to parents and the community through newsletters, Peach Jar, Social media, and Remind. Strategy's Expected Result/Impact: Increased participation and school involvement Staff Responsible for Monitoring: Campus staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 5 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
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Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parent involvement is needed. Root Cause: Lack of an organized volunteer program.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 3: Ensure physical safety and security of all staff, students, and district visitors.

Evaluation Data Sources: Weekly safety documentation

Strategy 1 Details	Reviews		
Strategy 1: Provide monthly safety training and reminders, including but not limited to required drills. Strategy's Expected Result/Impact: Increased Awareness of Safety Measures Staff Responsible for Monitoring: Campus leadership team ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 4 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 3 - School Context and Organization 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct Weekly Door Sweeps for outside doors Strategy's Expected Result/Impact: Exterior doors will be properly functioning and faulty doors will be corrected with a sense of urgency. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 4 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 3 - School Context and Organization 1	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Ensure classroom doors are locked at all times during the instructional day Strategy's Expected Result/Impact: Staff and students to feel safe and prepared in the event of an emergency. Staff Responsible for Monitoring: Campus leadership team ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 4 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 3 - School Context and Organization 1	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs





Problem Statement 4: Lack of availability of campus administration. **Root Cause:** Campus size and number of staff members too large for number of campus administration team.

Goal 3: Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 4: Provide Title 1 information and services to campus parents

Evaluation Data Sources: Parent sign-in sheets and agendas.

Strategy 1 Details	Reviews		
Strategy 1: Develop, distribute, and implement 2024-2025 school-parent compact. Strategy's Expected Result/Impact: increased parent involvement Staff Responsible for Monitoring: campus leadership team Title I: 4.1 Problem Statements: Student Achievement 2 - School Culture and Climate 5 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Develop and distribute a campus Title 1 School, Parent and Family Engagement Campus Policy PFE 2023=2024. Strategy's Expected Result/Impact: Increase transparency and school involvement Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 5 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Provide Title 1 parent Informational meetings each semester Strategy's Expected Result/Impact: Parents will be provided with program information and strategies to help their children be successful in school. Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 5 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Offer Title 3 parents the opportunity for a small group setting prior to all title events. Strategy's Expected Result/Impact: Increased involvement and quality participation in the designated event. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - School Culture and Climate 5 - Perceptions 1 - Parent and Community Engagement 1	Formative		Summative
	Nov	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 4 Problem Statements:





Perceptions
Problem Statement 1: Parent involvement is needed. Root Cause: Lack of an organized volunteer program.

Goal 4: Provide high-quality curriculum, instruction, and assessments with a focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 1: Ensure alignment of the written, taught, and tested curriculum in content, context, and cognition.

HB3 Goal
Evaluation Data Sources: Increased student scored

Strategy 1 Details	Reviews		
Strategy 1: Utilize Professional Learning Communities (PLC) model, Backwards Design, unpacking the Texas Essential Knowledge and Skills (TEKS), and Rigor / Relevance / Learner Engagement rubrics to plan instructional activities and interventions tailored to individual student needs. Strategy's Expected Result/Impact: Provide high quality instruction, ensure student growth in Reading and Math by at least 1% as evidenced by Amplify Reading and Renaissance Math. Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 7 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Identify and utilize Priority Standards at each grade level in Reading Language Arts, Mathematics, Social Studies, and Science to focus instructional practices on most impactful standards. Strategy's Expected Result/Impact: Evaluate student performance and areas of academic deficiency that may have long-term effect on student success; provide focused interventions; and ensure student growth in all core subjects and grade levels. Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 7 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Ensure unit-based teacher developed common formative assessments are administered consistently in Reading Language Arts, Mathematics, Social Studies, and Science. Strategy's Expected Result/Impact: Data analysis of the common assessments will inform teachers' decisions on how to best adjust instruction to meet the needs of all students. Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 4	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The majority of first and second-grade students are falling below the benchmark in math and reading. Root Cause: Inconsistent tier one intervention.

School Processes & Programs
Problem Statement 3: PLCs are not running as efficiently and effectively as they should. Student performance on universals is not showing satisfactory growth. Root Cause: Lack of training and administrative support





Goal 4: Provide high-quality curriculum, instruction, and assessments with a focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 2: Provide high quality instructional materials, resources, and professional development opportunities to all instructional staff.

Evaluation Data Sources: Student growth in all core subjects and grade levels.

Strategy 1 Details	Reviews		
Strategy 1: Utilize TEKS Resource system to facilitate instructional planning Strategy's Expected Result/Impact: Depth of student learning increased Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 4	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct campus-based scheduled and systematic learning walks to allow teachers to observe their peers and share best instructional practices Strategy's Expected Result/Impact: Teacher efficacy increased Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 4 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 3 - School Context and Organization 1	Formative		Summative
	Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Provide professional learning (PL) opportunities to teachers, paraprofessionals, and administrators on the latest research-based instructional strategies and practices Strategy's Expected Result/Impact: Increased student scores Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 7 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The majority of first and second-grade students are falling below the benchmark in math and reading. Root Cause: Inconsistent tier one intervention.
School Processes & Programs
Problem Statement 3: PLCs are not running as efficiently and effectively as they should. Student performance on universals is not showing satisfactory growth. Root Cause: Lack of training and administrative support Problem Statement 4: Lack of availability of campus administration. Root Cause: Campus size and number of staff members too large for number of campus administration team.

Goal 4: Provide high-quality curriculum, instruction, and assessments with a focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 3: Ensure all students have access to high quality instruction, materials, and services, including those in special programs (Special Education, English as a Second Language (ESL), Response to Intervention (RTI), Dyslexia, and 504).

HB3 Goal

Evaluation Data Sources: Meeting and PLC agendas and sign-in sheets

Strategy 1 Details		Reviews		
Strategy 1: Adopt evidence-based practices focused on Positive Behavioral Interventions and Supports (PBIS) and MTSS identification and intervention tools. Strategy's Expected Result/Impact: All students will show academic growth Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 1 - School Culture and Climate 7 - School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1, 4 - School Context and Organization 2, 5		Formative		Summative
		Nov	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Provide educators who teach and support ESL students with training and resources to ensure student academic and social-emotional success. Strategy's Expected Result/Impact: ESL students will show growth Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 7 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2		Formative		Summative
		Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Provide targeted interventions to students with identified needs. Strategy's Expected Result/Impact: At-Risk Students will show academic growth Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Student Learning 1 - School Culture and Climate 7 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1, 3 - School Context and Organization 2, 4		Formative		Summative
		Nov	Mar	June
Strategy 4 Details		Reviews		
Strategy 4: Increase students' access to instructional technology using software such as Amplify, Renaissance, iStation, and Reading Horizons. Strategy's Expected Result/Impact: Students will show academic growth Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3 - Student Learning 1, 2 - School Culture and Climate 6 - School Processes & Programs 5 - Curriculum, Instruction, and Assessment 2, 3 - School Context and Organization 4 - Technology 1		Formative		Summative
		Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Students will write across disciplines Strategy's Expected Result/Impact: Students will understand how the disciplines overlap. Staff Responsible for Monitoring: Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 5	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: Continue to have teachers trained in Reading By Design. Strategy's Expected Result/Impact: Improve student reading abilities Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 5	Formative		Summative
	Nov	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our special programs numbers are projected to increase due to the rise in Dyslexia identified students. Root Cause: Due to the changes in the Dyslexia law (HB 3928).
Student Learning
Problem Statement 1: The majority of first and second-grade students are falling below the benchmark in math and reading. Root Cause: Inconsistent tier one intervention.

Student Learning

Problem Statement 2: Current curriculum instruction requires digital platforms to teach, learn, and access effectively. All Chromebook carts are assigned to grade levels and are shared amongst 55-75 students per cart. Each cart contains 20-30 Chromebooks. **Root Cause:** Lack of funds to purchase technology.

School Processes & Programs

Problem Statement 1: Our special programs numbers are projected to increase due to the rise in Dyslexia identified students. **Root Cause:** Due to the changes in the Dyslexia law (HB 3928).

Problem Statement 3: PLCs are not running as efficiently and effectively as they should. Student performance on universals is not showing satisfactory growth. **Root Cause:** Lack of training and administrative support

Problem Statement 5: Current curriculum instruction requires digital platforms to teach, learn, and access effectively. All Chromebook carts are assigned to grade levels and are shared amongst 55-75 students per cart. Each cart contains 20-30 Chromebooks. **Root Cause:** Lack of funds to purchase technology.