

Trinity Basin Preparatory
Mesquite Campus
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Trinity Basin Preparatory is to inspire every student to do more, expect more, and be more. To make this mission a reality, every student and employee of Trinity Basin Preparatory is expected to exemplify the following core values of a TITAN:

1. **Truthful:** We seek and speak the truth. We operate with integrity and honesty.
2. **Innovative:** We are creative and use resourcefulness in solving problems.
3. **Tenacious:** We are unshakable, determined, and we possess true grit.
4. **Accountable:** We are transparent in our actions and are accountable to each other.
5. **Nurturing:** We build relationships and deeply care about all members of the TBP family.

Vision

The vision of Trinity Basin Preparatory is to provide meaningful educational choice to families across Texas. We do this by building and maintaining a system of charter schools that are academically successful and financially strong. Trinity Basin Preparatory will be a safe, sustainable, innovative, and successful charter district, empowering students and their families with educational opportunity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Mesquite Campus is a vibrant educational institution. As a free public charter school, we provide a high-quality education that empowers students to excel academically and reach their full potential.

The purpose of the Campus Improvement Plan is to align goals, objectives, strategies, and actions which will lead to high levels of performance for all students and student groups, close achievement gaps, and support systematic change. The plan is monitored and adjusted throughout the school year.

Campus Grades Served:

PK3 - 8th Grade

Mesquite Campus:

2901 E. Meadows Blvd.
Mesquite, TX 75150

Current Demographics:

Total: 802 Active Students

- Female: 443 (55%)
- Male: 359 (45%)
- Hispanic- 515
- American Indian or Alaskan Native-22
- African American- 170
- Asian- 13
- White- 81
- Native Hawaiian or Other Pacific Islander- 1

Economically Disadvantaged – 89.7%

Staff Demographics:

- There are 52 active teachers.
- There are 11 active instructional aides who serve the student population as in class support and school wide community involvement.
- There are 3 campus administrators (1 principal and 2 assistant principals)
- There are 2 school counselors.
- There are 3 front office personnel (2 receptionists and 1 student support assistant)
- There is 1 safety monitor
- There is 1 clinic aide

- There are 2 custodians
- There are 9 auxiliary food service staff members

Our campus provides an array of extra-curricular activities including:

Volleyball

Flag Football

Cheer

Cross Country

Demographics Strengths

Ethnic breakdowns are consistent with the previous year and continue to be a somewhat equal distribution

At-risk numbers and categories are consistent.

The campus has grown tremendously from 2022 to 2024.

Mesquite has an equitable representation of White, Hispanic, African American and Asian population and supports learning about each other.

Mesquite families are supportive of the campus and activities. Mesquite embraces community connections and community volunteers serve the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus motility rate in Spring 2024 was 28.8% in comparison with the state average of 13.6%. **Root Cause:** Campus leadership must implement and monitor systems to support families to sustain their enrollment throughout the school year. Campus counselors must be utilized and employed to provide assistance and resources to families in need.

Problem Statement 2 (Prioritized): Our students' campus attendance rate in Spring 2024 was 93.3%. We had a slight increase from last year Spring 2022 at 92.2% but our goal is to increase our attendance rate to 96% to be in good standing. **Root Cause:** Campus attendance policy and importance of student attendance needs to be communicated to all stakeholders (parents, students, and teachers) and incentives/awards provided to promote attendance. There needs to be a consistent process for transfer students' attendance as well and ensure parents comply with transfer requirements for attendance.

Student Learning

Student Learning Summary

We are committed to fostering student achievement and continuous improvement. Our progress is measured through various state and local assessments and benchmarks, which help us identify areas of strength and opportunities for growth.

Overall Data in Reading & Math (2023-2024 School Year)

ELA/Reading:

- **Performance:** In 2023, 47% of students in grades 3-8 met grade-level expectations, outperforming the district (42%) but falling short of the state average (53%).
- **Year-Over-Year Growth:** This represents a slight increase from 45% in 2022, indicating gradual improvement in reading proficiency.

Math:

- **Performance:** In 2023, only 34% of students in grades 3-8 met grade-level expectations, slightly lower than the district average (35%) and significantly below the state average (45%).
- **Year-Over-Year Decline:** This marks a decrease from 39% in 2022, highlighting a need for targeted interventions to address declining math performance.

Science:

- **Performance:** In 2023, only 25% of students met standards in science, well below the district average (38%) and state average (47%).
- **Concern:** This low percentage signals a critical need for improved science instruction and support.

Social Studies:

- **Performance:** In 2023, 43% of students met standards in social studies, surpassing the district (37%) but falling short of the state average (52%).
- **Strength:** While better than the district, there is still room for improvement to align more closely with state standards.

Summary

The data highlights areas of both improvement and concern across subjects for the 2023-2024 school year. While ELA/Reading shows slight progress, the decline in math achievement and low performance in science underline the need for targeted interventions and instructional strategies to enhance student outcomes. Addressing these challenges is essential for promoting overall academic success.

Student Learning Strengths

- **Assessment Data:** We regularly analyze results from state assessments and local benchmarks to gauge student performance and identify trends.
- **Individualized Support:** Based on assessment data, we implement targeted interventions and support systems to ensure all students can thrive.

- **Continuous Monitoring:** We conduct regular progress monitoring to track student growth throughout the year, adjusting instructional strategies as needed.
- **Professional Development:** Our staff participates in ongoing professional development to stay informed about best practices in instruction and assessment.
- **Parent and Community Engagement:** We believe in the importance of collaboration with families and the community to support student success.

In 2023, 3rd-grade students demonstrated notable achievements in reading and math:

- **Reading Achievement:**
 - **2023 Performance:** 58% of 3rd graders met grade-level expectations, surpassing both the district (32%) and state (50%) averages.
 - **Year-over-Year Growth:** This reflects a significant increase from 50% in 2022, indicating effective instructional strategies and student engagement.
- **Math Achievement:**
 - **2023 Performance:** 39% of 3rd graders met grade-level expectations, showing improvement from 2022, where the percentage was reported at 29%.
 - **Growth in Achievement:** This upward trend highlights advancements in math instruction and student understanding.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2023, the percentage of 4th-grade students meeting reading comprehension standards declined to 36%, down from 46% in 2022. This significant decrease signals a concerning trend in student achievement in reading, indicating potential gaps in instructional effectiveness and student engagement. Addressing this decline is crucial to ensuring that all students develop the foundational literacy skills. **Root Cause:** To effectively addresses the decline in student achievement, particularly in reading, we must focus on proactive interventions. Learning Gaps: Many students are entering each grade level with varying levels of proficiency, leading to gaps that can hinder overall progress.

Problem Statement 2 (Prioritized): In 2023, only 16% of 5th-grade students met grade-level standards in math, significantly below both the district average of 20% and the state average of 51%. This low performance highlights critical challenges in math instruction and student understanding at this grade level. **Root Cause:** Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling. This lack of targeted analysis can lead to missed opportunities for timely interventions. Leadership will train teacher on effective intervention methods.

Problem Statement 3 (Prioritized): In 2023, only 15% of 6th-grade students met grade-level standards in mathematics, marking a significant decline from 51% in 2022. This sharp drop raises urgent concerns regarding the effectiveness of math instruction and student support at this grade level. **Root Cause:** Students did not have a consistent teacher in 2023. Even when data identifies areas of need, there may be inconsistency in the application of intervention strategies across classrooms without a consistent teacher. Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling.

School Processes & Programs

School Processes & Programs Summary

Achieving consistency in curriculum and instructional expectations is crucial for effective teaching and learning. The following root causes have been identified regarding the current challenges:

1. Lack of Clear Curriculum Framework

- **Unwritten or Varied Guidelines:** A lack of a clear, written curriculum framework may lead to inconsistencies in what is taught across different classrooms and grade levels.
- **Differing Interpretations:** Teachers may interpret curriculum standards differently, resulting in varied instructional practices and expectations.

2. Insufficient Collaboration Among Staff

- **Limited Collaborative Planning:** Without regular opportunities for teachers to collaborate and align their instruction, discrepancies can arise in how content is delivered.
- **Isolated Instructional Practices:** Teachers may operate in silos, leading to a lack of coherence in the learning experience for students.

3. Inconsistent Leadership Decisions

- **Variable Decision-Making:** Leadership decisions regarding curriculum and instruction may lack alignment, leading to confusion among staff and students about expectations.
- **Lack of Shared Vision:** Without a unified vision from leadership, it can be challenging for teachers to implement consistent practices.

4. Insufficient Professional Development

- **Training Gaps:** Teachers may not receive adequate training on curriculum implementation and best instructional practices, leading to varied approaches in the classroom.
- **Limited Access to Resources:** A lack of resources or support for teachers to effectively implement the curriculum can hinder consistency.

Effective communication and equitable expectations are critical for a successful school community. However, the following root causes have been identified regarding the challenges faced:

1. Inconsistent Communication Channels

- **Limited Reach:** Information may not be disseminated through diverse channels that effectively reach all stakeholders, including parents, staff, and students.
- **Language Barriers:** Lack of translation or multilingual resources may prevent non-English-speaking families from fully understanding communications.

2. Lack of Clarity in Expectations

- **Unclear Guidelines:** Expectations for behavior, academic performance, and participation may not be clearly articulated, leading to confusion among stakeholders.
- **Varied Implementation:** Different interpretations of policies and procedures can result in inconsistencies in enforcement across the school community.

3. Insufficient Training for Staff

- **Professional Development Gaps:** Staff may lack training on effective communication strategies and equitable practices, hindering their ability to convey information clearly and enforce expectations.

4. Limited Engagement Opportunities

- **Feedback Mechanisms:** There may be few opportunities for stakeholders to provide feedback or ask questions, making it challenging to ensure that communication is two-way and inclusive.
- **Parental Involvement:** Low levels of parental engagement in school activities can result in a disconnect between the school and home.

Recommended Actions

1. **Enhance Communication Strategies:** Develop a comprehensive communication plan that utilizes multiple platforms (emails, newsletters, social media, community meetings) to ensure information reaches all stakeholders.
2. **Clarify Expectations:** Create clear, consistent guidelines for behavior and academic standards that are shared with all stakeholders. Regularly review and reinforce these expectations.
3. **Professional Development:** Provide training for staff on effective communication techniques and strategies for fostering equity within the school community.
4. **Engagement Initiatives:** Implement regular forums or workshops for parents and students to share feedback, ask questions, and engage with school leadership.
5. **Monitor and Evaluate:** Establish systems to assess the effectiveness of communication efforts and the enforcement of expectations, making adjustments as needed based on stakeholder feedback.

By addressing these root causes, we can improve communication and ensure equity in expectations across the entire school community, fostering a more inclusive and supportive environment for all.

School Processes & Programs Strengths

Strengths of the RLA Department and Overall Campus Environment

Professional Learning Communities

- The RLA department has established a strong PLC process characterized by:
 - **Structured Agendas:** Clear and focused agendas that guide discussions and ensure productive meetings.
 - **Pre-Work Assignments:** Preparation activities that enhance engagement and readiness for collaborative sessions.
 - **Modeling Rotation:** Opportunities for teachers to observe and practice effective instructional strategies, contributing to the department's success in achieving an "A" rating in Domain 2B.

Extracurricular Activities

- Our campus boasts robust extracurricular programs with:
 - **High Attendance:** Strong participation rates in afterschool activities.

- **Community Engagement:** Active involvement from the community in athletics and various programs, fostering a supportive school environment.

Instructional Environment

- Class sizes are effectively managed:
 - No class exceeds 25 students, with many classes having fewer than 20, allowing for more personalized attention and support.
- Technology Integration:
 - Every core content teacher, as well as those teaching online curricula, is equipped with computers for student access, enhancing learning opportunities.

Experienced Staff

- Over **50% of the staff** has more than 5 years of experience, bringing valuable expertise and stability to the instructional team.

Summary

These strengths contribute significantly to a positive learning environment, fostering student achievement and engagement. The combination of effective learning communities' strong extracurricular participation, manageable class sizes, access to technology, and a seasoned staff sets a solid foundation for continued success in our educational endeavors.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The inconsistent and insufficient use of prework to support strong lesson internalization is a key factor impacting student achievement. **Root Cause:** There may be a lack of professional development focused on the effective use of prework. Teachers need training on how to design and integrate prework into their instructional strategies

Problem Statement 2 (Prioritized): Information may not be disseminated through diverse channels that effectively reach all stakeholders, including parents, staff, and students. **Root Cause:** Expectations for behavior, academic performance, and participation may not be clearly articulated, leading to confusion among stakeholders. Clear, consistent and concise communication is needed.

Perceptions

Perceptions Summary

The absence of structured systems for gathering feedback and evaluating various aspects of the school community has several root causes and has contributed to the lack of perception data for the campus:

1. Inadequate Feedback Mechanisms

- **Limited Use of Surveys and Interviews:** There may not be consistent implementation of surveys, interviews, or focus groups to gather input from parents, students, and staff regarding their experiences and needs.
- **Siloed Data Collection:** Feedback may be collected in an ad-hoc manner without a centralized system to analyze and utilize the data effectively.

2. Low Parent and Community Engagement

- **Lack of Engagement Strategies:** Insufficient strategies to encourage parent participation and feedback can result in low engagement levels and limited insight into family perspectives.
- **Weak Community Partnerships:** There may be few established partnerships with community organizations, limiting opportunities for volunteer involvement and support.

3. Insufficient Communication Channels

- **Ineffective Communication:** A lack of clear and open communication channels can prevent stakeholders from sharing their feedback and participating in school activities.
- **Limited Communication Data Analysis:** Without systematic analysis of communication data, the school may not understand how effectively information is reaching families and staff.

4. Staff Feedback and Retention Challenges

- **Absence of Staff Surveys:** Without regular staff surveys or feedback mechanisms, leadership may lack insights into staff morale, retention issues, and professional development needs.
- **High Turnover Rates:** If staff feel unheard or undervalued, it may lead to high turnover, impacting continuity and student learning.

5. Undefined School Culture and Climate

- **Lack of Cultural Assessment:** Without evaluating the school's culture, climate, values, and beliefs, it's challenging to identify areas for improvement and ensure a positive environment for all stakeholders.

Perceptions Strengths

The newly established Parent-Teacher Organization (PTO) aims to foster a positive campus climate and enhance the school culture by addressing perceptions among parents, students, and staff. Here are key points regarding the PTO's objectives and potential impact:

Objectives of the PTO

1. Enhance Communication:

- Serve as a bridge between parents and the school, ensuring open lines of communication about school policies, events, and student needs.

2. Promote Engagement:

- Encourage greater parent and community involvement in school activities, fostering a sense of belonging and investment in the school environment.

3. Gather Feedback:

- Provide a structured platform for collecting feedback from parents and staff regarding campus climate, culture, and overall satisfaction.

4. Support Student Success:

- Organize initiatives and events that support student learning, well-being, and extracurricular activities, enhancing the overall educational experience.

5. Build Community Partnerships:

- Collaborate with local businesses and organizations to create partnerships that benefit the school and its students.

Potential Impact

1. Improved Campus Climate:

- By actively involving parents in decision-making and school activities, the PTO can help create a more inclusive and welcoming atmosphere.

2. Stronger Relationships:

- Fostering collaboration between parents, teachers, and students can lead to stronger relationships and a more cohesive school community.

3. Informed Decision-Making:

- Regular feedback from the PTO can help school leadership make informed decisions that reflect the needs and desires of the entire school community.

4. Increased Participation:

- Engaging parents and community members in school events and initiatives can boost participation rates, contributing to a vibrant school culture.

5. Positive Perceptions:

- As the PTO addresses concerns and highlights successes, it can shift perceptions about the school, building trust and a positive reputation within the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of active parent participation in supporting student learning, such as volunteering in classrooms, attending academic workshops, or engaging in tutoring programs. **Root Cause:** Parents may not be aware of how they can support their children academically or what resources are available to them.

Problem Statement 2 (Prioritized): Time Constraints: Busy schedules may prevent parents from participating in instructional support activities, even if they are willing. **Root Cause:** Limited Communication: Insufficient outreach about opportunities for involvement in instructional support can lead to disengagement.

Problem Statement 3 (Prioritized): Campus has a lack of established channels for parents to express their interests and concerns regarding instructional support, ensuring their voices are heard and considered. **Root Cause:** Campus hasn't created flexible volunteer opportunities that accommodate parents' schedules, such as virtual tutoring options, parent workshops or take-home projects.

Priority Problem Statements

Problem Statement 1: Our students' campus attendance rate in Spring 2024 was 93.3%. We had a slight increase from last year Spring 2022 at 92.2% but our goal is to increase our attendance rate to 96% to be in good standing.

Root Cause 1: Campus attendance policy and importance of student attendance needs to be communicated to all stakeholders (parents, students, and teachers) and incentives/awards provided to promote attendance. There needs to be a consistent process for transfer students' attendance as well and ensure parents comply with transfer requirements for attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our campus motility rate in Spring 2024 was 28.8% fin comparison with the state average of 13.6%.

Root Cause 2: Campus leadership must implement and monitor systems to support families to sustain their enrollment throughout the school year. Campus counselors must be utilized and employed to provide assistance and resources to families in need.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In 2023, the percentage of 4th-grade students meeting reading comprehension standards declined to 36%, down from 46% in 2022. This significant decrease signals a concerning trend in student achievement in reading, indicating potential gaps in instructional effectiveness and student engagement. Addressing this decline is crucial to ensuring that all students develop the foundational literacy skills

Root Cause 3: To effectively addresses the decline in student achievement, particularly in reading, we must focus on proactive interventions. Learning Gaps: Many students are entering each grade level with varying levels of proficiency, leading to gaps that can hinder overall progress.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2023, only 16% of 5th-grade students met grade-level standards in math, significantly below both the district average of 20% and the state average of 51%. This low performance highlights critical challenges in math instruction and student understanding at this grade level.

Root Cause 4: Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling. This lack of targeted analysis can lead to missed opportunities for timely interventions. Leadership will train teacher on effective intervention methods.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In 2023, only 15% of 6th-grade students met grade-level standards in mathematics, marking a significant decline from 51% in 2022. This sharp drop raises urgent concerns regarding the effectiveness of math instruction and student support at this grade level.

Root Cause 5: Students did not have a consistent teacher in 2023. Even when data identifies areas of need, there may be inconsistency in the application of intervention strategies across classrooms without a consistent teacher. Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The inconsistent and insufficient use of prework to support strong lesson internalization is a key factor impacting student achievement.

Root Cause 6: There may be a lack of professional development focused on the effective use of prework. Teachers need training on how to design and integrate prework into their instructional strategies

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Information may not be disseminated through diverse channels that effectively reach all stakeholders, including parents, staff, and students.

Root Cause 7: Expectations for behavior, academic performance, and participation may not be clearly articulated, leading to confusion among stakeholders. Clear, consistent and concise communication is needed.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a lack of active parent participation in supporting student learning, such as volunteering in classrooms, attending academic workshops, or engaging in tutoring programs.

Root Cause 8: Parents may not be aware of how they can support their children academically or what resources are available to them.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Time Constraints: Busy schedules may prevent parents from participating in instructional support activities, even if they are willing.

Root Cause 9: Limited Communication: Insufficient outreach about opportunities for involvement in instructional support can lead to disengagement.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Campus has a lack of established channels for parents to express their interests and concerns regarding instructional support, ensuring their voices are heard and considered.

Root Cause 10: Campus hasn't created flexible volunteer opportunities that accommodate parents' schedules, such as virtual tutoring options, parent workshops or take-home projects.

Problem Statement 10 Areas: Perceptions

Goals

Revised/Approved: September 27, 2024

Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 1: All PreK-12th grade learners will be provided high quality Tier 1 instruction that is aligned to the TEKS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Curriculum Alignment Review and Align Curriculum: Regularly review the curriculum to ensure it is fully aligned with TEKS, incorporating all required content and skills. Scope and Sequence: Develop a clear scope and sequence that outlines the progression of skills and concepts throughout the school year. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student group Staff Responsible for Monitoring: Teachers, Instructional specialist, support staff, special education teachers, and administration Title I: 2.4, 2.5, 2.6 - 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: Student Learning 1, 2, 3 Funding Sources: - Title I	N/A			

Strategy 2 Details		Reviews			
Strategy 2: . Professional Development Ongoing Training: Provide regular professional development for teachers on best practices for delivering Tier 1 instruction aligned with TEKS. Collaborative Planning: Encourage teachers to collaborate and plan lessons together, sharing effective strategies and resources. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teaching Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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: Demographics 1, 2 - School Processes & Programs 1, 2 Funding Sources: - Title I		Formative			Summative
		Nov	Feb	May	July
		N/A			

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus motility rate in Spring 2024 was 28.8% fin comparison with the state average of 13.6%. Root Cause: Campus leadership must implement and monitor systems to support families to sustain their enrollment throughout the school year. Campus counselors must be utilized and employed to provide assistance and resources to families in need.
Problem Statement 2: Our students' campus attendance rate in Spring 2024 was 93.3%. We had a slight increase from last year Spring 2022 at 92.2% but our goal is to increase our attendance rate to 96% to be in good standing. Root Cause: Campus attendance policy and importance of student attendance needs to be communicated to all stakeholders (parents, students, and teachers) and incentives/awards provided to promote attendance. There needs to be a consistent process for transfer students' attendance as well and ensure parents comply with transfer requirements for attendance.
Student Learning
Problem Statement 1: In 2023, the percentage of 4th-grade students meeting reading comprehension standards declined to 36%, down from 46% in 2022. This significant decrease signals a concerning trend in student achievement in reading, indicating potential gaps in instructional effectiveness and student engagement. Addressing this decline is crucial to ensuring that all students develop the foundational literacy skills Root Cause: To effectively addresses the decline in student achievement, particularly in reading, we must focus on proactive interventions. Learning Gaps: Many students are entering each grade level with varying levels of proficiency, leading to gaps that can hinder overall progress.

Student Learning

Problem Statement 2: In 2023, only 16% of 5th-grade students met grade-level standards in math, significantly below both the district average of 20% and the state average of 51%. This low performance highlights critical challenges in math instruction and student understanding at this grade level. **Root Cause:** Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling. This lack of targeted analysis can lead to missed opportunities for timely interventions. Leadership will train teacher on effective intervention methods.

Problem Statement 3: In 2023, only 15% of 6th-grade students met grade-level standards in mathematics, marking a significant decline from 51% in 2022. This sharp drop raises urgent concerns regarding the effectiveness of math instruction and student support at this grade level. **Root Cause:** Students did not have a consistent teacher in 2023. Even when data identifies areas of need, there may be inconsistency in the application of intervention strategies across classrooms without a consistent teacher. Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling.

School Processes & Programs

Problem Statement 1: The inconsistent and insufficient use of prework to support strong lesson internalization is a key factor impacting student achievement. **Root Cause:** There may be a lack of professional development focused on the effective use of prework. Teachers need training on how to design and integrate prework into their instructional strategies

Problem Statement 2: Information may not be disseminated through diverse channels that effectively reach all stakeholders, including parents, staff, and students. **Root Cause:** Expectations for behavior, academic performance, and participation may not be clearly articulated, leading to confusion among stakeholders. Clear, consistent and concise communication is needed.

Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 2: All subpopulation indicators will meet the academic targets in Closing the Gaps on the 2025 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

Strategy 1 Details	Reviews			
Strategy 1: Data Analysis and Goal Setting Regular Data Reviews: Conduct frequent analysis of academic data for all subpopulations, identifying trends, strengths, and areas for improvement. Set Specific Goals: Establish clear, measurable goals for each subpopulation, focusing on improving performance in critical areas. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teaching Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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: Student Learning 1, 2, 3 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			

Strategy 2 Details		Reviews			
Strategy 2: Targeted Interventions Differentiated Instruction: Implement differentiated instructional strategies tailored to the specific needs of subpopulations, ensuring that all students receive appropriate support. Small Group Instruction: Provide targeted small group instruction for students who need additional support, focusing on their unique learning gaps. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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: Student Learning 1, 2, 3 - School Processes & Programs 1 Funding Sources: - Title I		Formative			Summative
		Nov	Feb	May	July
		N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: In 2023, the percentage of 4th-grade students meeting reading comprehension standards declined to 36%, down from 46% in 2022. This significant decrease signals a concerning trend in student achievement in reading, indicating potential gaps in instructional effectiveness and student engagement. Addressing this decline is crucial to ensuring that all students develop the foundational literacy skills Root Cause: To effectively addresses the decline in student achievement, particularly in reading, we must focus on proactive interventions. Learning Gaps: Many students are entering each grade level with varying levels of proficiency, leading to gaps that can hinder overall progress. Problem Statement 2: In 2023, only 16% of 5th-grade students met grade-level standards in math, significantly below both the district average of 20% and the state average of 51%. This low performance highlights critical challenges in math instruction and student understanding at this grade level. Root Cause: Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling. This lack of targeted analysis can lead to missed opportunities for timely interventions. Leadership will train teacher on effective intervention methods. Problem Statement 3: In 2023, only 15% of 6th-grade students met grade-level standards in mathematics, marking a significant decline from 51% in 2022. This sharp drop raises urgent concerns regarding the effectiveness of math instruction and student support at this grade level. Root Cause: Students did not have a consistent teacher in 2023. Even when data identifies areas of need, there may be inconsistency in the application of intervention strategies across classrooms without a consistent teacher. Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling.

School Processes & Programs

Problem Statement 1: The inconsistent and insufficient use of prework to support strong lesson internalization is a key factor impacting student achievement. **Root Cause:** There may be a lack of professional development focused on the effective use of prework. Teachers need training on how to design and integrate prework into their instructional strategies

Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 3: Implement a comprehensive Lesson Internalization Framework to ensure that 100% of educators effectively internalize, adapt, and deliver lessons aligned with curriculum standards, fostering consistent and high-quality instruction across all classrooms

High Priority

Strategy 1 Details		Reviews			
Strategy 1: Collaborative Planning Time Professional Learning Communities (PLCs): Establish PLCs where educators can collaboratively plan lessons, share insights, and discuss adaptations based on student needs. Peer Observations: Encourage peer observations to allow teachers to see how colleagues internalize and deliver lessons, fostering a culture of shared learning. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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 Processes & Programs 1 Funding Sources: - Title I		Formative			Summative
		Nov	Feb	May	July
		N/A			

Strategy 2 Details	Reviews			
Strategy 2: Resource Development: Lesson Templates and Guides: Provide educators with standardized lesson templates that outline key components, ensuring alignment with curriculum standards. Digital Resource Hub: Create a centralized online platform where educators can access resources, lesson plans, and instructional materials aligned with standards. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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 Processes & Programs 1 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The inconsistent and insufficient use of prework to support strong lesson internalization is a key factor impacting student achievement. Root Cause: There may be a lack of professional development focused on the effective use of prework. Teachers need training on how to design and integrate prework into their instructional strategies

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners. Continue utilization and training for data analysis protocols to enhance student learning outcomes through our CBPL structures and processes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Comprehensive Data Training Professional Development: Provide ongoing training for educators on data analysis protocols, focusing on both qualitative and quantitative methods. Data Literacy Programs: Implement data literacy programs that help educators understand how to interpret data and use it to inform instruction. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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 Processes & Programs 1 Funding Sources: - Title I	N/A			

Strategy 2 Details		Reviews			
Strategy 2: Collaborative Data Analysis Data Teams: Form data analysis teams within grade levels or subject areas to collaboratively examine data and identify trends or areas for improvement. Structured Data Meetings: Schedule regular meetings for educators to analyze data together, discussing insights and strategies for addressing identified needs Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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: Student Learning 1, 2, 3 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	May	July
		N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In 2023, the percentage of 4th-grade students meeting reading comprehension standards declined to 36%, down from 46% in 2022. This significant decrease signals a concerning trend in student achievement in reading, indicating potential gaps in instructional effectiveness and student engagement. Addressing this decline is crucial to ensuring that all students develop the foundational literacy skills Root Cause: To effectively addresses the decline in student achievement, particularly in reading, we must focus on proactive interventions. Learning Gaps: Many students are entering each grade level with varying levels of proficiency, leading to gaps that can hinder overall progress. Problem Statement 2: In 2023, only 16% of 5th-grade students met grade-level standards in math, significantly below both the district average of 20% and the state average of 51%. This low performance highlights critical challenges in math instruction and student understanding at this grade level. Root Cause: Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling. This lack of targeted analysis can lead to missed opportunities for timely interventions. Leadership will train teacher on effective intervention methods. Problem Statement 3: In 2023, only 15% of 6th-grade students met grade-level standards in mathematics, marking a significant decline from 51% in 2022. This sharp drop raises urgent concerns regarding the effectiveness of math instruction and student support at this grade level. Root Cause: Students did not have a consistent teacher in 2023. Even when data identifies areas of need, there may be inconsistency in the application of intervention strategies across classrooms without a consistent teacher. Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling.

School Processes & Programs

Problem Statement 1: The inconsistent and insufficient use of prework to support strong lesson internalization is a key factor impacting student achievement. **Root Cause:** There may be a lack of professional development focused on the effective use of prework. Teachers need training on how to design and integrate prework into their instructional strategies

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 2: Campus instructional leaders utilize training and ongoing district coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback).

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Structured Training Programs Comprehensive Orientation: Provide a detailed orientation for instructional leaders that covers the key components of instructional leadership systems, including feedback on instructional materials, data-driven instruction, and effective professional development. Ongoing Professional Development: Offer regular workshops and training sessions focused on specific areas of instructional leadership, such as using data to inform decisions, providing effective feedback, and facilitating professional learning. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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: Perceptions 1, 2, 3 Funding Sources: - Title I	N/A			

Strategy 2 Details		Reviews			
Strategy 2: Data-Driven Decision Making Data Analysis Workshops: Conduct workshops on how to analyze student performance data effectively and use it to inform instructional strategies and materials alignment. Develop Data Protocols: Create clear protocols for data collection and analysis that instructional leaders can follow to assess the impact of instructional practices. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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 Processes & Programs 1 Funding Sources: - Title I		Formative			Summative
		Nov	Feb	May	July
		N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The inconsistent and insufficient use of prework to support strong lesson internalization is a key factor impacting student achievement. Root Cause: There may be a lack of professional development focused on the effective use of prework. Teachers need training on how to design and integrate prework into their instructional strategies
Perceptions
Problem Statement 1: There is a lack of active parent participation in supporting student learning, such as volunteering in classrooms, attending academic workshops, or engaging in tutoring programs. Root Cause: Parents may not be aware of how they can support their children academically or what resources are available to them. Problem Statement 2: Time Constraints: Busy schedules may prevent parents from participating in instructional support activities, even if they are willing. Root Cause: Limited Communication: Insufficient outreach about opportunities for involvement in instructional support can lead to disengagement. Problem Statement 3: Campus has a lack of established channels for parents to express their interests and concerns regarding instructional support, ensuring their voices are heard and considered. Root Cause: Campus hasn't created flexible volunteer opportunities that accommodate parents' schedules, such as virtual tutoring options, parent workshops or take-home projects.

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 3: Instructional leaders will provide professional learning, coaching, and support for classroom educators in implementation of Tier 1 instructional strategies with specific focus on small group instruction and using formative assessments in the classroom

Strategy 1 Details	Reviews			
Strategy 1: Workshops on Tier 1 Strategies: Organize workshops focused specifically on Tier 1 instructional strategies, emphasizing the principles of effective small group instruction and the use of formative assessments. Best Practices Sharing: Facilitate sessions where experienced educators share successful small group instruction techniques and effective formative assessment practices. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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 Processes & Programs 1 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Coaching Framework Instructional Coaching Model: Establish a coaching model where instructional leaders conduct regular classroom observations and provide targeted feedback on small group instruction and formative assessment techniques. Coaching Cycles: Implement structured coaching cycles that include pre-conferences, observations, post-conferences, and follow-up support, ensuring continuous improvement. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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 Processes & Programs 1 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The inconsistent and insufficient use of prework to support strong lesson internalization is a key factor impacting student achievement. Root Cause: There may be a lack of professional development focused on the effective use of prework. Teachers need training on how to design and integrate prework into their instructional strategies

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 4: Continue progress on HB3 Board Goals (Early Literacy, Math, CCMR)

Strategy 1 Details	Reviews			
Strategy 1: Early Literacy Strategies Structured Literacy Programs: Adopt evidence-based literacy programs that focus on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Universal Screening and Progress Monitoring: Implement regular screening assessments to identify students at risk of reading difficulties and monitor progress using tools like DIBELS or mClass. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Standards-Based Curriculum Alignment: Ensure that the math curriculum is aligned with TEKS and focuses on problem-solving, critical thinking, and real-world applications. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2, 3 - School Processes & Programs 1 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 2: In 2023, only 16% of 5th-grade students met grade-level standards in math, significantly below both the district average of 20% and the state average of 51%. This low performance highlights critical challenges in math instruction and student understanding at this grade level. **Root Cause:** Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling. This lack of targeted analysis can lead to missed opportunities for timely interventions. Leadership will train teacher on effective intervention methods.

Problem Statement 3: In 2023, only 15% of 6th-grade students met grade-level standards in mathematics, marking a significant decline from 51% in 2022. This sharp drop raises urgent concerns regarding the effectiveness of math instruction and student support at this grade level. **Root Cause:** Students did not have a consistent teacher in 2023. Even when data identifies areas of need, there may be inconsistency in the application of intervention strategies across classrooms without a consistent teacher. Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling.

School Processes & Programs

Problem Statement 1: The inconsistent and insufficient use of prework to support strong lesson internalization is a key factor impacting student achievement. **Root Cause:** There may be a lack of professional development focused on the effective use of prework. Teachers need training on how to design and integrate prework into their instructional strategies

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 1: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS will occur. Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social, emotional, behaviors). Strengthen and focus support systems for behavior (PBIS) and align/strengthen discipline practices, Training for classroom management and restorative practices (classroom agreements).

Strategy 1 Details	Reviews			
Strategy 1: Code of Conduct: Develop a clear and concise code of conduct that outlines expected behaviors for students and staff. Ensure it is communicated widely and understood by all. Positive Behavioral Interventions: Implement a Positive Behavioral Interventions and Supports (PBIS) framework to promote positive behavior and recognize student achievements. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Confidence from the school community regarding campus procedures supporting the whole child Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			

Strategy 2 Details		Reviews			
Strategy 2: Encourage Open Communication Feedback Mechanisms: Create avenues for students, staff, and parents to voice concerns and provide feedback, such as suggestion boxes, surveys, or regular town hall meetings. Regular Check-Ins: Schedule regular check-ins with students and staff to discuss their experiences, needs, and suggestions for improvement. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Confidence from the school community regarding campus procedures supporting the whole child Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2, 3 Funding Sources: - Title I		Formative			Summative
		Nov	Feb	May	July
		N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a lack of active parent participation in supporting student learning, such as volunteering in classrooms, attending academic workshops, or engaging in tutoring programs. Root Cause: Parents may not be aware of how they can support their children academically or what resources are available to them.
Problem Statement 2: Time Constraints: Busy schedules may prevent parents from participating in instructional support activities, even if they are willing. Root Cause: Limited Communication: Insufficient outreach about opportunities for involvement in instructional support can lead to disengagement.
Problem Statement 3: Campus has a lack of established channels for parents to express their interests and concerns regarding instructional support, ensuring their voices are heard and considered. Root Cause: Campus hasn't created flexible volunteer opportunities that accommodate parents' schedules, such as virtual tutoring options, parent workshops or take-home projects.

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 2: Strengthen monitoring systems for attendance of learners, communication to families, and focused efforts on the creation of attendance intervention plans.

Strategy 1 Details	Reviews			
Strategy 1: Enhanced Attendance Monitoring Systems Real-Time Tracking: Utilize technology platforms that allow for real-time tracking of attendance, providing immediate insights into student attendance patterns. Data Analysis Tools: Implement data analytics tools to identify trends in attendance and quickly pinpoint students who are frequently absent or tardy. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Confidence from the school community regarding campus procedures supporting the whole child Improved attendance rate Staff Responsible for Monitoring: Administration, PEIMS coordinator, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Communication Strategies Regular Updates to Families: Send regular communications (emails, newsletters, text messages) to families about attendance policies, the importance of regular attendance, and upcoming attendance-related events. Multi-Language Support: Provide information in multiple languages to ensure that all families can access and understand attendance policies and communications. Strategy's Expected Result/Impact: Increase in parental involvement with student academic and campus support Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2, 3 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our campus motility rate in Spring 2024 was 28.8% fin comparison with the state average of 13.6%. Root Cause: Campus leadership must implement and monitor systems to support families to sustain their enrollment throughout the school year. Campus counselors must be utilized and employed to provide assistance and resources to families in need.
Problem Statement 2: Our students' campus attendance rate in Spring 2024 was 93.3%. We had a slight increase from last year Spring 2022 at 92.2% but our goal is to increase our attendance rate to 96% to be in good standing. Root Cause: Campus attendance policy and importance of student attendance needs to be communicated to all stakeholders (parents, students, and teachers) and incentives/awards provided to promote attendance. There needs to be a consistent process for transfer students' attendance as well and ensure parents comply with transfer requirements for attendance.
Perceptions
Problem Statement 1: There is a lack of active parent participation in supporting student learning, such as volunteering in classrooms, attending academic workshops, or engaging in tutoring programs. Root Cause: Parents may not be aware of how they can support their children academically or what resources are available to them.
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Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 3: Create and implement an extensive community engagement plan

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Conduct Surveys and Focus Groups: Gather input from community members, parents, and stakeholders to identify their needs, concerns, and expectations related to school-community engagement. Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Confidence from the school community regarding campus procedures supporting the whole child Staff Responsible for Monitoring: Administration, instructional specialists, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 2, 3 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Utilize Multiple Communication Channels Digital Outreach: Use social media, email newsletters, and school websites to communicate with families and community members regularly. Traditional Methods: Complement digital communication with flyers, posters, and local newspaper ads to reach those who may not engage online Strategy's Expected Result/Impact: Improvement in student achievement Closing achievement gaps in student groups Confidence from the school community regarding campus procedures supporting the whole child Staff Responsible for Monitoring: Administration, receptionist, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Perceptions 1, 2, 3 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our campus motility rate in Spring 2024 was 28.8% fin comparison with the state average of 13.6%. Root Cause: Campus leadership must implement and monitor systems to support families to sustain their enrollment throughout the school year. Campus counselors must be utilized and employed to provide assistance and resources to families in need.
Problem Statement 2: Our students' campus attendance rate in Spring 2024 was 93.3%. We had a slight increase from last year Spring 2022 at 92.2% but our goal is to increase our attendance rate to 96% to be in good standing. Root Cause: Campus attendance policy and importance of student attendance needs to be communicated to all stakeholders (parents, students, and teachers) and incentives/awards provided to promote attendance. There needs to be a consistent process for transfer students' attendance as well and ensure parents comply with transfer requirements for attendance.
Student Learning
Problem Statement 1: In 2023, the percentage of 4th-grade students meeting reading comprehension standards declined to 36%, down from 46% in 2022. This significant decrease signals a concerning trend in student achievement in reading, indicating potential gaps in instructional effectiveness and student engagement. Addressing this decline is crucial to ensuring that all students develop the foundational literacy skills Root Cause: To effectively addresses the decline in student achievement, particularly in reading, we must focus on proactive interventions. Learning Gaps: Many students are entering each grade level with varying levels of proficiency, leading to gaps that can hinder overall progress.

Student Learning

Problem Statement 2: In 2023, only 16% of 5th-grade students met grade-level standards in math, significantly below both the district average of 20% and the state average of 51%. This low performance highlights critical challenges in math instruction and student understanding at this grade level. **Root Cause:** Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling. This lack of targeted analysis can lead to missed opportunities for timely interventions. Leadership will train teacher on effective intervention methods.

Problem Statement 3: In 2023, only 15% of 6th-grade students met grade-level standards in mathematics, marking a significant decline from 51% in 2022. This sharp drop raises urgent concerns regarding the effectiveness of math instruction and student support at this grade level. **Root Cause:** Students did not have a consistent teacher in 2023. Even when data identifies areas of need, there may be inconsistency in the application of intervention strategies across classrooms without a consistent teacher. Many teachers may not be regularly analyzing assessment data to pinpoint specific areas where students are struggling.

Perceptions

Problem Statement 1: There is a lack of active parent participation in supporting student learning, such as volunteering in classrooms, attending academic workshops, or engaging in tutoring programs. **Root Cause:** Parents may not be aware of how they can support their children academically or what resources are available to them.

Problem Statement 2: Time Constraints: Busy schedules may prevent parents from participating in instructional support activities, even if they are willing. **Root Cause:** Limited Communication: Insufficient outreach about opportunities for involvement in instructional support can lead to disengagement.

Problem Statement 3: Campus has a lack of established channels for parents to express their interests and concerns regarding instructional support, ensuring their voices are heard and considered. **Root Cause:** Campus hasn't created flexible volunteer opportunities that accommodate parents' schedules, such as virtual tutoring options, parent workshops or take-home projects.

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 4: Maintain updated EOP and all required District safety, security, and wellbeing practices

Strategy 1 Details	Reviews			
Strategy 1: Scheduled Reviews: Establish a regular review schedule (e.g., annually or biannually) for the EOP to ensure it reflects current best practices, regulatory changes, and new risks. Strategy's Expected Result/Impact: Student and staff safety and security in the learning environment Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 2 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Training and Drills Conduct Regular Training: Provide ongoing training for staff on the EOP, focusing on their specific roles and responsibilities during emergencies. Simulated Drills: Schedule regular drills for various scenarios (fire, lockdown, evacuation) to practice response protocols and identify areas for improvement. Strategy's Expected Result/Impact: Student and staff safety and security in the learning environment Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: - Title I	Formative			Summative
	Nov	Feb	May	July
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 2: Information may not be disseminated through diverse channels that effectively reach all stakeholders, including parents, staff, and students. **Root Cause:** Expectations for behavior, academic performance, and participation may not be clearly articulated, leading to confusion among stakeholders. Clear, consistent and concise communication is needed.

Site Based Decision Making Committee

Committee Role	Name	Position
Business community members	Jacqueline Rodriguez	Business community members
Parent	Zakkariyya King	Parent
Parent	Gabriel Vaden	Parent
District-level professional staff	Jennifer Oliver	Executive Director
Non-teaching professional staff	Maribel Hernandez	Instructional Aide
Teacher	Ana Reyes	Kindergarten Teacher
Teacher	Khristi Banks	1st Grade Teacher
Teacher	Jazmyne Rivers	2nd Grade Teacher
Teacher	Amanda Logan	3rd Grade Teacher
Teacher	Ilsa Pinea	4th Grade Teacher
Teacher	Isis Martinez	5th Grade Teacher
Administrator	Dr. Sophia Roberson	Principal

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
Sub-Total					\$0.00