

Grand Prairie Independent School District

Rayburn Elementary

2024-2025 Campus Improvement Plan

RAYBURN ELEMENTARY



Mission Statement

Sam Rayburn Elementary STEAM Academy <http://www.gpisd.org/rayburn> is a K-5 Choice school. The mission of Sam Rayburn Elementary STEAM Academy is to foster each student's innate curiosity and joy of discovery through science, technology, engineering, arts, and math. We will prepare students to be academically successful, socially aware, scientifically literate, and respectful, responsible citizens in the global community. We will achieve this by combining student-centered, collaborative and inquiry learning with active parental and community involvement. The academic curriculum offers all courses required by the State of Texas for the mastery of standards for each grade level.

Vision

The vision of Sam Rayburn Elementary STEAM Academy is to provide our students with safe, nurturing and engaging learning environments where they become creative inquirers and communicators. Through collaboration with parents and community, we leverage available resources to offer students science exploration and collaborative problem solving in order to prepare all students for college.

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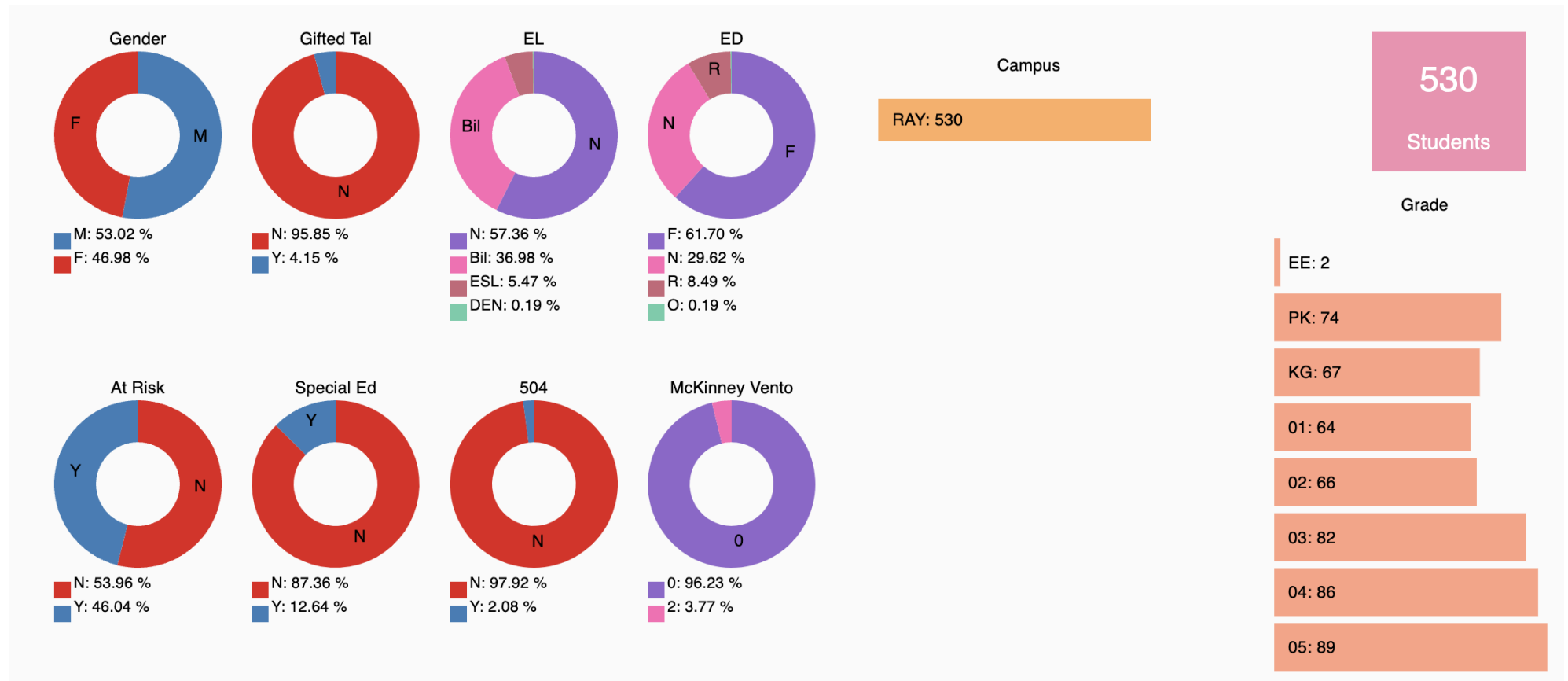
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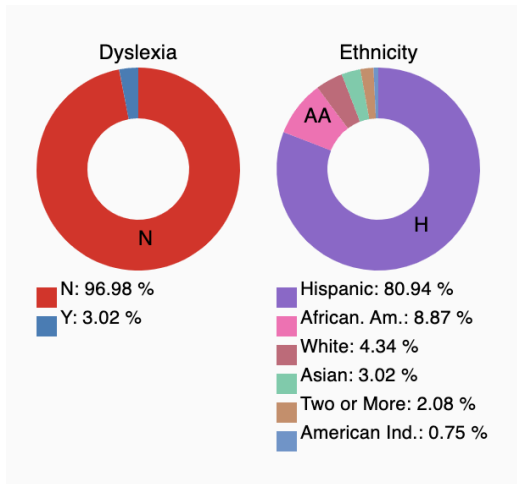
Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2024-2025, Rayburn Elementary STEAM Academy has 530 students in grade preKindergarten through fifth grade. Our campus also has specialized programming PPCD4 and functional skills. The campus has the following demographics as of October 3, 2025.





Demographics Strengths

Strengths: Students at Rayburn Elementary STEAM Academy have access to receiving instruction from highly qualified teachers, on TEKS based curriculum aligned with state standards, a bilingual program, STEAM enhanced learning, and special programming.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Current data shows that there is 70% of students that qualify for the free and reduced lunch program. 2023-2024 concluded with 87% of students qualifying for the free and reduced lunch program. Concerns with under identification, basic needs of students and funding for students that qualify.

Root Cause: Access to data of what families have filled out free and reduced lunch applications.

Problem Statement 2 (Prioritized): The campus data shows an under identification of gifted learners. "The U.S. Department of Education's Office of Civil Rights estimates that six percent of public school students are enrolled in gifted and talented programs." Currently, our campus is 4.15% (22 students).

Root Cause: The root causes include identification, training, systematic processes, data driven decisions, language and assessments.

Problem Statement 3 (Prioritized): The campus data shows an under identification of 504 learners. Current data shows, 2% (11 students) of 530 students are identified as needing a 504 plan because of a diagnosis that significantly limits one or more life activities.

Root Cause: The root causes include identification, training, systematic processes, data driven decisions, parental/family awareness, and advocacy.

Problem Statement 4 (Prioritized): The campus data shows an under identification of dyslexic students. "Research from the National Institutes of Health as well as Yale University shows that around 1 in 5 people struggle with reading." "That means that in every classroom in the United States there are between 2-4 children who need help with reading, writing and/or spelling."

Root Cause: The root causes include identification, training, systematic processes, progress monitoring, and parental/family awareness.

Student Learning

Student Learning Summary

Campus BOY MAP Data (Reading)

Campus BOY MAP Data (Math)

3rd-5th: STAAR Data

Our preliminary accountability score card, show the campus at a 71.7%.

2024 Preliminary Accountability Report Card - Elementary School								
What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component								
Campus Name	SAM RAYBURN EL STEAM ACADEMY				Campus Number		057910118	
%EcoDis (Fall 2023 Snapshot)	87.1				Enter 9-digit county-district-campus # ↑ (no hyphens or spaces)			
		Component Score	Scale Score	Letter Grade	Overall Grade Components		Weight	Total
Domain I - Student Achievement STAAR Performance		35	60	D	Best Scale Score: Domain I or Domain II	75	70%	52.5
Domain II - School Progress (Better of Part A or Part B)			75	C				
Part A - Academic Growth		67	75	C				
Part B - Relative Performance		35	66	D				
Domain III - Closing the Gaps		21	64	D	Domain III Scale Score	64	30%	19.2

Student Learning Strengths

Strength 1: Cohort data shows that students that were consistency enrolled at Rayburn Elementary STEAM Academy made gains from 3rd to 4th to 5th grade. Students added value in students achievement (Domain 1) and student growth (Domain 2a).

Strength 2: Data in 2022-2023, helped qualify nine teachers for teacher incentive allotment. In 2023-2024, this data was confirmed, resulting in TEA designating 3 teachers on the Masters Level, 4 teachers on the Exemplary Level, and 2 on the Recognized Level. These distinctions impacted the quality of instruction and student learning in the classroom. (7 teachers are in a STAAR tested grade)

Strength 3: MAP data gives teachers information about student progress and what students might already know which will impact planning and instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Domain 1: Student Achievement - All tests, all students showed a decline from the 2022-2023 school year.

Root Cause: Teaching, learning, campus/district assessments , and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.

Problem Statement 2 (Prioritized): Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2022-2023 school year to the 2023-2024 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages.

Root Cause: Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.

Problem Statement 3 (Prioritized): Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Root Cause: Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.

School Processes & Programs

School Processes & Programs Summary

1. Curriculum & Instruction - Rayburn Elementary STEAM Academy focuses learning on the Texas Essential Knowledge and Skills, TEKS. We follow the district year at a glance, curriculum resources (HMH, TPMPC, Stemsco) and all planning documents from the Teaching and Learning Department in GPISD. We focus on best practices in the classroom and effective instruction for successful student learning outcomes. Our goal is for all students to meet and master grade level expectations.

2. Professional Development - All staff participate in mandatory trainings for instruction, safety, social/emotional, state/federal requirements and as employees and professionals of the district. Professional Development is offered in the summer, during Wednesday PLC meetings, after school staff meetings, Saturdays, and other specific days. The trainings are virtual and in person.

3. Leadership & Decision-Making Processes - At Rayburn the campus Leadership Team is made up of the Principal, Assistant Principal, Instructional Coach, STEAM Coordinator, and Counselor. There are grade level team leaders, specific coaching cycles, and staff are leaders with different initiatives on the campus.

4. Communication - Communication takes place on the campus for staff in a Weekly SMORE newsletter. Families and parents are communicated with via text, monthly SMORE newsletter, flyers, marquee, facebook, e-mails, and weekly call outs.

5. Organization & Context - Rayburn Elementary STEAM Academy is a Title I school, 2023-2024 (87%). We have students that are zoned to us based on address and we are a school of choice. Students fill out applications to attend Rayburn. Currently, we have 174 students on an application from surrounding cities including Arlington, DeSoto, Lancaster, Duncanville, Fort Worth, and other parts of Grand Prairie.

6. Scheduling - We have created a master schedule that maximizes instruction. It follows allows time for re-teaching gap skills, advanced academics, specialized programs, art, music, PE, and a STEAM rotation.

7. Support Services - On our campus we have a Family Parent Liaison and work with the district facilitators and strategists based on campus needs.

8. Extracurricular Opportunities - Students have opportunities to participate in clubs, such as Honor Choir, Girls that Code, art club and more. Students participate in competitions/contests and city events.

9. Technology Integration - All of our classrooms have interactive boards, Newline boards, which are integrated in learning by the teacher and students. We are a 1 to 1 campus with iPad devices, have cricut machines, a 3-D printer, spheros, and an interactive projector. Students use the the learning apps, iReady, Imagine Learning, SORA, and Legends of Learning.

School Processes & Programs Strengths

1. Curriculum & Instruction - The campus and teachers are supported by district facilitators/strategists that come to our campus and plan with teachers. They also provide feedback in walkthroughs and lesson observations.

2. Professional Development - There are multiple trainings and opportunities for staff to learn, grow, collaborate and get professional training. Professional development changes throughout the year based on specific needs and input from the staff.

3. Leadership & Decision-Making Processes - On the campus leadership team, each member looks through a different lens, so there is a comprehensive look at

decision making. (Administration, Instruction, Social and Emotional, School of Choice, and Teacher Leaders)

4. Communication - Staff and families have multiple ways to learn about events and things happening on the campus. The communication is consistent and we provide reminders prior to events on campus. At the Title One meeting, parents gave feedback about wanting more text v. e-mails. They could respond quicker and get communication faster.

5. Organization & Context - Our enrollment has grown this year from 461 students, last year, to 535 students.

6. Scheduling - The daily schedule benefits the whole child including academics, physical fitness, fine arts, music, STEAM, nutrition, and specialized programming. Our goal is overall student achievement.

7. Support Services - Staff is able to learn from experts within the district that specialize in specific areas. They are able to learn from these experts and receive feedback on increasing the effectiveness of their teaching and student learning outcomes.

8. Extracurricular Opportunities - At Rayburn we continue to develop the whole child, in addition to academics. Students have the opportunity to grow in physical fitness, fine arts, music, STEAM.

9. Technology Integration - Learning, communication, student products are all enhanced with the integration of technology. We emphasize the "T" in STEAM and each year include more technology on the campus that is accessible to staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 1. Curriculum & Instruction

Root Cause: The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

Problem Statement 2 (Prioritized): 2. Professional Development

Root Cause: Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Sometimes there is a "trainer of trainers" model that is ineffective because it creates gaps in implementation of programs, apps, and instructional practices.

Problem Statement 3 (Prioritized): 5. Organization & Context

Root Cause: With growth and acceptance to GPISD in the application process, there is a lack of consistency in curriculum and instruction across districts, schools, grade levels and subject areas. Students experience gaps or redundancies in learning.

Problem Statement 4 (Prioritized): 7. Support Services

Root Cause: Instruction does not address the diverse learning needs of all students, such as English language learners, students with disabilities, or gifted students. Some students may fall behind while others are not challenged.

Perceptions

Perceptions Summary

1. Surveys, interview, & focus groups - The campus gets input from families, staff, students, and the community members. Surveys are sent through GPISD, we have used school culture and climate surveys, and students take a Panorama Survey. In our parent meetings and with our volunteers we ask about feedback and areas to address on the campus. Ask staff, parents, and students about their satisfaction with school operations, communication, and overall experience.

2. Parent engagement evaluations/feedback & participation levels -

At our campus events...

- we use sign in sheets to track participation.
- get input from families regarding strengths and ideas for change.
- attendance at school events, meetings, and workshops.
- participation rates in surveys and parent-teacher conferences.
- feedback from parents regarding their experience with involvement opportunities.
- analyze parent volunteer hours and contributions.

3. Culture, climate, values beliefs - We conduct culture and climate surveys targeting staff, students, and parents to assess: respect, inclusivity, and alignment with the school's mission and integration of STEAM, and shared values.

4. Community partnerships and volunteer data - We track partnerships with local organizations (e.g., mentorships, donations), volunteer hours contributed by community members, impact and satisfaction levels with these partnerships and collect feedback from partners to assess mutual benefits and potential areas for collaboration.

5. Staff surveys/feedback - We seek input on professional development, and workload, alignment with school goals and values and suggestions for operational improvements.

6. Student feedback - We ask questions and use age-appropriate surveys to ask students about their learning experiences and perceptions of school, accessibility to resources and support systems, and opinions on school events.

7. Communication Data -

We are informed and analyze...

- open and click rates of emails/newsletters sent to parents and staff. (BBCOMMS)
- engagement rates on social media platforms. (Facebook)
- response times and feedback quality for inquiries. (Remind)
- collect feedback on communication preferences and clarity. (SMORE Newsletter through e-mail and text)

8. Staff Retention - At Rayburn, we compare our annual retention and turnover rates, reasons for staff departures, and look at comparisons to overall state hiring and retention.

Perceptions Strengths

- 1. Surveys, interview, & focus groups** - This allows for data from multiple perspectives and comprehensive feedback.
- 2. Parent engagement evaluations/feedback & participation levels** - Measures the effectiveness of parent engagement strategies and identifies barriers to participation.
- 3. Culture, climate, values beliefs** - This is a strength because it helps us identify areas where school culture and values may need alignment or reinforcement.
- 4. Community partnerships and volunteer data** - Helps measure the reach and effectiveness of external partnerships. (outside of GPISD)
- 5. Staff surveys/feedback** - Provides data on staff morale and informs retention strategies.
- 6. Student feedback** - Understands how effectively the school meets student needs and expectations. It allows students to have a voice.
- 7. Communication Data** - Identifies strengths and weaknesses in school communication channels.
- 8. Staff Retention** - Gauges the stability of the workforce and uncovers systemic issues. It also allows movement on our campus for teachers wanting to be in different grade levels.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 1. Surveys, interview, & focus groups

Root Cause: Stakeholders report too many surveys on campus and district levels, low response rates, and focus groups/interviews lack consistent participation, reducing the reliability of collected data to inform decisions.

Problem Statement 2 (Prioritized): 2. Parent engagement evaluations/feedback & participation levels

Root Cause: Parent participation in school events and feedback opportunities is inconsistent, with limited engagement from underrepresented groups, hindering a full understanding of parent needs and perspectives.

Problem Statement 3 (Prioritized): 3. Culture, climate, values beliefs

Root Cause: Survey results and anecdotal evidence reveal a disconnect between the stated school values and the perceived experiences of staff and students, resulting in families being uniformed.

Problem Statement 4: 4. Community partnerships and volunteer data

Root Cause: Partnerships have impacted our school greatly, but take planning, time, staff, and approval on many district levels.

Problem Statement 5 (Prioritized): 5. Staff surveys/feedback

Root Cause: Staff feedback shows dissatisfaction with workload, lack of meaningful professional development opportunities, and poor planning, and overload on initiatives without follow through on a district level including leadership development. The campus is understaffed to support student needs. Administration is working to meet too many expectations that do not impact academics.

Problem Statement 6 (Prioritized): 6. Student feedback

Root Cause: According to the students, they love many aspects of the school and come for STEAM learning. Older students have a greater voice than younger students, and the Panorama survey still shows students have perceptions of low self efficacy.

Problem Statement 7 (Prioritized): 7. Communication Data

Root Cause: Parents, students, and staff identify gaps in school communication, including delays in responses, unclear messaging, and inconsistent use of preferred channels, leading to confusion and frustration.

Problem Statement 8 (Prioritized): 8. Staff Retention

Root Cause: High turnover rates among staff, particularly in key instructional roles, suggest dissatisfaction with working conditions and a lack of strategies to retain high-performing employees. There are inequities in what is required by certain job descriptions than others. All means all on a campus is not supported by departments.

Priority Problem Statements

Problem Statement 1: Current data shows that there is 70% of students that qualify for the free and reduced lunch program. 2023-2024 concluded with 87% of students qualifying for the free and reduced lunch program. Concerns with under identification, basic needs of students and funding for students that qualify.

Root Cause 1: Access to data of what families have filled out free and reduced lunch applications.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus data shows an under identification of gifted learners. "The U.S. Department of Education's Office of Civil Rights estimates that six percent of public school students are enrolled in gifted and talented programs." Currently, our campus is 4.15% (22 students).

Root Cause 2: The root causes include identification, training, systematic processes, data driven decisions, language and assessments.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The campus data shows an under identification of 504 learners. Current data shows, 2% (11 students) of 530 students are identified as needing a 504 plan because of a diagnosis that significantly limits one or more life activities.

Root Cause 3: The root causes include identification, training, systematic processes, data driven decisions, parental/family awareness, and advocacy.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The campus data shows an under identification of dyslexic students. "Research from the National Institutes of Health as well as Yale University shows that around 1 in 5 people struggle with reading." "That means that in every classroom in the United States there are between 2-4 children who need help with reading, writing and/or spelling."

Root Cause 4: The root causes include identification, training, systematic processes, progress monitoring, and parental/family awareness.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Domain 1: Student Achievement - All tests, all students showed a decline from the 2022-2023 school year.

Root Cause 5: Teaching, learning, campus/district assessments , and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2022-2023 school year to the 2023-2024 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages.

Root Cause 6: Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic

backgrounds and other student populations.

Root Cause 7: Our programming did not support closing the gaps between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 1. Curriculum & Instruction

Root Cause 8: The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: 2. Professional Development

Root Cause 9: Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Sometimes there is a "trainer of trainers" model that is ineffective because it creates gaps in implementation of programs, apps, and instructional practices.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 5. Organization & Context

Root Cause 10: With growth and acceptance to GPISD in the application process, there is a lack of consistency in curriculum and instruction across districts, schools, grade levels and subject areas. Students experience gaps or redundancies in learning.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: 7. Support Services

Root Cause 11: Instruction does not address the diverse learning needs of all students, such as English language learners, students with disabilities, or gifted students. Some students may fall behind while others are not challenged.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: 1. Surveys, interview, & focus groups

Root Cause 12: Stakeholders report too many surveys on campus and district levels, low response rates, and focus groups/interviews lack consistent participation, reducing the reliability of collected data to inform decisions.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: 2. Parent engagement evaluations/feedback & participation levels

Root Cause 13: Parent participation in school events and feedback opportunities is inconsistent, with limited engagement from underrepresented groups, hindering a full understanding of parent needs and perspectives.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: 3. Culture, climate, values beliefs

Root Cause 14: Survey results and anecdotal evidence reveal a disconnect between the stated school values and the perceived experiences of staff and students, resulting in families being uniformed.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: 5. Staff surveys/feedback

Root Cause 15: Staff feedback shows dissatisfaction with workload, lack of meaningful professional development opportunities, and poor planning, and overload on initiatives without follow through on a district level including leadership development. The campus is understaffed to support student needs. Administration is working to meet too many expectations that do not impact academics.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: 6. Student feedback

Root Cause 16: According to the students, they love many aspects of the school and come for STEAM learning. Older students have a greater voice than younger students, and the Panorama survey still shows students have perceptions of low self efficacy.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: 7. Communication Data

Root Cause 17: Parents, students, and staff identify gaps in school communication, including delays in responses, unclear messaging, and inconsistent use of preferred channels, leading to confusion and frustration.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: 8. Staff Retention

Root Cause 18: High turnover rates among staff, particularly in key instructional roles, suggest dissatisfaction with working conditions and a lack of strategies to retain high-performing employees. There are inequities in what is required by certain job descriptions than others. All means all on a campus is not supported by departments.

Problem Statement 18 Areas: Perceptions

Priority Focus Areas

Revised/Approved: August 15, 2024

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Evaluation Data Sources: Skyward discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By June 2025, Rayburn will reduce in-school suspensions (ISS) from the previous year, building on last year's total of 10 ISS-coded referrals. Our campus does not use out-of-school suspension (OSS) as a disciplinary consequence, and in the 2023-2024 school year, we had zero Disciplinary Alternative Education Program (DAEP) placements. Aligned with the district's model, we will continue to implement positive behavioral interventions, provide mental health services, foster strong student-staff relationships, and utilize restorative discipline practices. Strategy's Expected Result/Impact: The expected result is a continued reduction in in-school suspensions (ISS) from the previous year's total of 10 referrals. Additionally, the goal is to maintain a zero rate of out-of-school suspensions (OSS) and Disciplinary Alternative Education Program (DAEP) placements. By implementing positive behavioral interventions, mental health support, strong student-staff relationships, and restorative discipline practices, Rayburn anticipates improved student behavior, a more positive school climate, and increased student engagement and success. Staff Responsible for Monitoring: Campus Leadership Title I: 2.5, 2.52, 2.53, 2.531, 2.533 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	N/A			

Strategy 2 Details		Reviews			
Strategy 2: Establish clear goals, train staff, integrate Positive Behavioral Interventions & Supports (PBIS), and 3Cs (Connect, Community, Celebrate) into daily routines using simple visual aids and reminders to reinforce behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback. Strategy's Expected Result/Impact: Rayburn's RISE (responsibility, innovation, safety, empower) committee continues to create campus wide systems based on input from the staff and data collection. (Cafeteria, Playground, Clubs, Elevate Ticket System, New Playground) Staff Responsible for Monitoring: Campus Leadership, RISE Committee (one staff member from each grade level, and two Committee Chairs) Title I: 2.52, 2.53, 2.531, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Funding Needed: Student Incentives in the Campus Wide Elevate Ticket System - 211 - Title 1 - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
Strategy 3 Details		Reviews			
Strategy 3: With over 85% of the student population qualifying for Title I funding, the campus faces challenges in implementing consistent restorative practices and targeted SEL lessons to address the diverse and complex needs of students, as reflected in Panorama data, specifically self-efficacy. Strategy's Expected Result/Impact: We want to utilize Panorama data to identify key SEL skill gaps across grade levels. Develop targeted SEL lessons for counseling rotations, focusing on issues such as emotional regulation, resilience, and empathy. Ensure lessons are culturally responsive and reflect the lived experiences of the student population. Staff Responsible for Monitoring: Leadership Team, including the School Counselor, Teachers, and Family Parent Liaison Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problem Statements:

Demographics
Problem Statement 1: Current data shows that there is 70% of students that qualify for the free and reduced lunch program. 2023-2024 concluded with 87% of students qualifying for the free and reduced lunch program. Concerns with under identification, basic needs of students and funding for students that qualify. Root Cause: Access to data of what families have filled out free and reduced lunch applications.

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data

Strategy 1 Details	Reviews			
Strategy 1: Rayburn Elementary STEAM Academy will prioritize a safe and secure learning environment by conducting regular safety drills, updating staff training, and adhering to established safety protocols, including the "I Love U Guys" Foundation Standard Response Protocol (SRP), Raptor visitor management system, and Texas Education Agency (TEA) intruder protocols. Strategy's Expected Result/Impact: Conduct monthly safety drills, including lockdowns, evacuations, shelter-in-place, and fire drills, to ensure students and staff are prepared for various emergencies. Include scenarios that incorporate TEA intruder protocols and assess readiness in responding to potential threats. Provide feedback and debrief sessions after drills to refine procedures and address gaps. Staff Responsible for Monitoring: Leadership Team, including the school Safety Officer, All Staff including the Front Office Staff Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Funding Needed: Updated Communication Radios on the Campus - 211 - Title 1 - \$500	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: To enhance campus safety, Rayburn Elementary STEAM Academy will consult with the district to implement physical security upgrades, including the installation of a perimeter fence around the basketball court located on school property and outside the school building, to ensure student safety during recreational and extracurricular activities. The space will also be used for instruction and parent involvement. Strategy's Expected Result/Impact: This will benefit all students, staff, and families at Rayburn. The expected result is to install a sturdy, lockable, and tamper-resistant fence around the basketball courts. Ensure the fence meets district safety standards and incorporate gates with secure locks and a crash bar exit. The space will also serve as an outdoor learning location for students. We are looking to convert the court to a number, fraction ball, and add raised beds for potentially growing plants and vegetables. Staff Responsible for Monitoring: Leadership Team, including the school Safety Officer, District Facilities and Operations Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Funding Needed: Fencing, Paint, Raised Bed Materials - 211 - Title 1 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 1: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Rayburn Elementary STEAM Academy will utilize tutoring to focus on addressing frequently tested SE's and Bootcamp will target the same TEKS. The lesson planning and instructional delivery will target spiraling these SE's throughout the year and these two specific times. Strategy's Expected Result/Impact: By June 2025, Rayburn will increase the number of students that perform at Meets grade level or above on STAAR/EOC reading to 105 tests, (51%). STAAR 2024, showed out of 226 reading tests in grades 3rd, 4th, and 5th, 91 tests (40%) scored Meets or above. Staff Responsible for Monitoring: Leadership Team, including the Campus Instructional Coach and STEAM Coordinator, Teachers Title I: 2.4, 2.5, 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	N/A			

Strategy 2 Details		Reviews			
Strategy 2: This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement. Strategy's Expected Result/Impact: Rayburn Elementary STEAM Academy will enhance instructional quality and consistency by supporting the effective implementation of PLCs and lesson internalization protocols across all grade levels. Ensure that all instructional materials are TEKS-aligned and meet rigor requirements for STAAR/EOC Reading standards. Provide exemplars and lesson models to guide effective implementation and progress monitor. Staff Responsible for Monitoring: Leadership Team, including the Campus Instructional Coach and STEAM Coordinator, All Staff (with the Support of District Facilitators) 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: School Processes & Programs 1 Funding Sources: Funding Needed: Campus Purchased iReady Reading - 211 - Title 1 - \$6,000		Formative			Summative
		Nov	Jan	Mar	June
		N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Domain 1: Student Achievement - All tests, all students showed a decline from the 2022-2023 school year. Root Cause: Teaching, learning, campus/district assessments, and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.
School Processes & Programs
Problem Statement 1: 1. Curriculum & Instruction Root Cause: The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: At Rayburn we will implement and monitor research-based early literacy programs that emphasize phonics, phonemic awareness, fluency, vocabulary, and comprehension. Align Pre-K through second-grade curricula with the Science of Reading framework to build foundational skills systematically. We will provide instructional coaching to ensure fidelity in implementing reading strategies and programs. Identify struggling readers early through universal screeners and benchmark assessments. Offer intervention plans focusing on phonics, fluency, and comprehension. Strategy's Expected Result/Impact: Rayburn will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 25% to 29% by June of 2025. (HB3 Goal) Staff Responsible for Monitoring: Leadership Team, specifically, the Instruction Coach and STEAM Coordinator, All staff including PPCD and Functional Skills Staff (with the Support of District Facilitators) Title I: 2.4, 2.535 - 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 Processes & Programs 1, 4	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 1. Curriculum & Instruction Root Cause: The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

School Processes & Programs

Problem Statement 4: 7. Support Services **Root Cause:** Instruction does not address the diverse learning needs of all students, such as English language learners, students with disabilities, or gifted students. Some students may fall behind while others are not challenged.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Rayburn Elementary STEAM Academy will utilize tutoring to focus on addressing frequently tested SE's and Bootcamp will target the same TEKS. The lesson planning and instructional delivery will target spiraling these SE's throughout the year and these two specific times. Strategy's Expected Result/Impact: By June 2025, Rayburn will increase the number of students that perform at Meets grade level or above on STAAR/EOC math to 90 tests, (40%). STAAR 2024, showed out of 226 reading tests in grades 3rd, 4th, and 5th, 72 tests (32%) scored Meets or above. Staff Responsible for Monitoring: Leadership Team, including the Campus Instructional Coach and STEAM Coordinator, All Staff Title I: 2.4, 2.51, 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: Student Learning 1	N/A			

Strategy 2 Details		Reviews			
Strategy 2: This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies aimed at targeting math instruction. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement. Strategy's Expected Result/Impact: Rayburn Elementary STEAM Academy will enhance instructional quality and consistency by supporting the effective implementation of PLCs and lesson internalization protocols across all grade levels. Ensure that all instructional materials are TEKS-aligned and meet rigor requirements for STAAR/EOC Math standards. Provide exemplars and lesson models to guide effective implementation and progress monitor. Staff Responsible for Monitoring: Leadership Team, including the Campus Instructional Coach and STEAM Coordinator, All Staff (with the Support of District Facilitators) Title I: 2.4, 2.53, 2.534, 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 Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
		N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Domain 1: Student Achievement - All tests, all students showed a decline from the 2022-2023 school year. Root Cause: Teaching, learning, campus/district assessments , and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.
School Processes & Programs
Problem Statement 1: 1. Curriculum & Instruction Root Cause: The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area
Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will focus on enhancing instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction. At Rayburn we will strengthen early math foundations by implementing and monitoring instruction of number sense, abstract concepts, real-world math problems, and the exploration of mathematical concepts. (recognizing numbers, counting, basic operations, hands on learning, visual reinforcement, patterns, shapes, measurement, basic geometry, discussion, and questioning. We will use effective planning, content delivery, and the use formative assessments to gauge understanding, track progress, and adjust instruction based on data. Strategy's Expected Result/Impact: Rayburn will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 23% to 27% by June of 2025. (HB3 Goal) Staff Responsible for Monitoring: Leadership Team, specifically, the Instruction Coach and STEAM Coordinator, All staff including PPCD and Functional Skills Staff (with the Support of District Facilitators) Title I: 2.4, 2.53, 2.534, 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 Processes & Programs 1	N/A	50%	60%	
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Measurable Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: 1. Curriculum & Instruction **Root Cause:** The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Rayburn Elementary STEAM Academy will utilize the school day schedule to implement a WIN time, What I Need, where teachers will be able to address and target specific gaps in learning with instruction, and progress monitoring. Strategy's Expected Result/Impact: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 4% (Reading: from 37% to 41%; Math: 32% to 36%). Staff Responsible for Monitoring: All Staff 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: School Processes & Programs 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: 1. Curriculum & Instruction Root Cause: The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support. Problem Statement 3: 5. Organization & Context Root Cause: With growth and acceptance to GPISD in the application process, there is a lack of consistency in curriculum and instruction across districts, schools, grade levels and subject areas. Students experience gaps or redundancies in learning.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: At Rayburn Elementary STEAM Academy we will implement the Special Education Teacher planning with grade level teachers, tracking progress, data, and reinforcing learning and goals in instructional and supplemental support. Strategy's Expected Result/Impact: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading (52% to 57%) and mathematics (35% to 40%) will increase based on these percentages. Staff Responsible for Monitoring: Leadership Team, specifically Special Education Inclusion Teachers, Special Programming, and Assessment Staff, All grade level teachers Title I: 2.51, 2.53, 2.533, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use small group instruction tailored to individual student needs, ensuring alignment with each student's Individualized Education Plan (IEP). Incorporate hands-on and interactive learning activities to engage young learners. Provide ongoing professional development for teachers, focusing on effective early literacy and numeracy strategies for Special Education students. Encourage collaboration between general education and Special Education staff. Ensure that classrooms have the necessary resources, such as age-appropriate books, math manipulatives, and technology, to support differentiated instruction. Celebrate milestones and achievements, such as meeting a reading or math goal, to keep students motivated. Use stickers, certificates, or classroom recognition to highlight success. Strategy's Expected Result/Impact: At Rayburn Elementary STEAM Academy we will implement the Special Education Teacher planning with grade level teachers, tracking progress, data, and reinforcing learning and goals in instructional and supplemental support. Staff Responsible for Monitoring: Leadership Team, specifically Special Education Inclusion Teachers, Special Programming, and Assessment Staff, All grade level teachers Title I: 2.4, 2.53, 2.534, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6 Problem Statements:

Demographics
Problem Statement 4: The campus data shows an under identification of dyslexic students. "Research from the National Institutes of Health as well as Yale University shows that around 1 in 5 people struggle with reading." "That means that in every classroom in the United States there are between 2-4 children who need help with reading, writing and/or spelling." Root Cause: The root causes include identification, training, systematic processes, progress monitoring, and parental/family awareness.
Student Learning
Problem Statement 3: Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations. Root Cause: Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.
School Processes & Programs
Problem Statement 1: 1. Curriculum & Instruction Root Cause: The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: We will ensure all dual language teachers are trained in the GPISD DL model 2.0 and is implement during planning, instruction, and the classroom environment. The best strategies will also be implemented in the ESL classrooms to support and grow all students. Strategy's Expected Result/Impact: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading (30% to 35%) and mathematics (32% to 37%) increase. Staff Responsible for Monitoring: Leadership Team, All Staff, LPAC Committee (with support of District Facilitators) Title I: 2.4, 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Ensure teachers are trained and utilize research-based effective instruction to meet student needs. Strategy's Expected Result/Impact: We will ensure all dual language teachers are trained in the GPISD DL model 2.0 and is implement during planning, instruction, and the classroom environment. The best strategies will also be implemented in the ESL classrooms to support and grow all students. Staff Responsible for Monitoring: Leadership Team, All Staff, LPAC Committee (with support of District Facilitators) Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 8: By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: We will regularly track student progress using both formal and informal assessments to ensure data is monitored and instruction is adjusted to target student mastery and growing students. Data driven decisions will be used to group students appropriately for intervention and enrichment activities. Strategy's Expected Result/Impact: By June 2025, the percentage of Rayburn students that meet their growth targets in the areas of reading and mathematics will increase by 4%.(Domain 2(a) Reading and Math from 75% to 79%). Staff Responsible for Monitoring: Leadership Team, specifically Instructional Coach and All Staff Title I: 2.4, 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning. Strategy's Expected Result/Impact: We will regularly track student progress using both formal and informal assessments to ensure data is monitored and instruction is adjusted to target student mastery and growing students. Data driven decisions will be used to group students appropriately for intervention and enrichment activities. Staff Responsible for Monitoring: Leadership Team, specifically Instructional Coach and All Staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 8 Problem Statements:

Student Learning
Problem Statement 2: Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2022-2023 school year to the 2023-2024 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages. Root Cause: Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.
School Processes & Programs
Problem Statement 2: 2. Professional Development Root Cause: Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Sometimes there is a "trainer of trainers" model that is ineffective because it creates gaps in implementation of programs, apps, and instructional practices.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: We will regularly track student progress using both formal and informal assessments to ensure data is monitored and instruction is adjusted to target student mastery and growing students. We will also monitored IEP growth and goals. Data driven decisions will be used to group students appropriately for intervention and enrichment activities. Strategy's Expected Result/Impact: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% aligned with the district. (Reading 52% to 57% and Math 35% to 42%) Staff Responsible for Monitoring: Leadership Team, specifically Special Education Inclusion Teachers, Special Programming, and Assessment Staff, All grade level teachers Title I: 2.4, 2.51, 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 4 - Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details		Reviews			
Strategy 2: The campus will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning. Strategy's Expected Result/Impact: We will regularly track student progress using both formal and informal assessments to ensure data is monitored and instruction is adjusted to target student mastery and growing students. We will also monitored IEP growth and goals. Data driven decisions will be used to group students appropriately for intervention and enrichment activities. Staff Responsible for Monitoring: Leadership Team, specifically Special Education Inclusion Teachers, Special Programming, and Assessment Staff, All grade level teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 4		Formative			Summative
		Nov	Jan	Mar	June
		N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

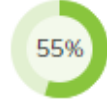
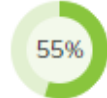
Measurable Objective 9 Problem Statements:

Demographics
Problem Statement 4: The campus data shows an under identification of dyslexic students. "Research from the National Institutes of Health as well as Yale University shows that around 1 in 5 people struggle with reading." "That means that in every classroom in the United States there are between 2-4 children who need help with reading, writing and/or spelling." Root Cause: The root causes include identification, training, systematic processes, progress monitoring, and parental/family awareness.
Student Learning
Problem Statement 2: Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2022-2023 school year to the 2023-2024 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages. Root Cause: Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.
School Processes & Programs
Problem Statement 4: 7. Support Services Root Cause: Instruction does not address the diverse learning needs of all students, such as English language learners, students with disabilities, or gifted students. Some students may fall behind while others are not challenged.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: We will regularly track student progress using both formal and informal assessments to ensure data is monitored and instruction is adjusted to target student mastery and growing EB students. Data driven decisions will be used to group students appropriately for intervention and enrichment activities. Strategy's Expected Result/Impact: By June 2025, all Emergent Bilinguals will demonstrate a 7% increase of academic progress in the areas of reading and mathematics aligned with GPISD. Rayburn Scores: (Reading 69% to 76% and Math 71% to 78%) Staff Responsible for Monitoring: Leadership Team, All Staff, LPAC Committee (with support of District Facilitators) Title I: 2.4, 2.51, 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: Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Plan and deliver lessons using methods that connect language learning with content instruction, as outlined in the English Language Proficiency Standards (ELPS). Language focus methods encompass comprehensible input, differentiated instruction, and structured support. Strategy's Expected Result/Impact: We will regularly track student progress using both formal and informal assessments to ensure data is monitored and instruction is adjusted to target student mastery and growing EB students. Data driven decisions will be used to group students appropriately for intervention and enrichment activities. Staff Responsible for Monitoring: Leadership Team, All Staff, LPAC Committee (with support of District Facilitators) Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 10 Problem Statements:

Student Learning

Problem Statement 2: Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2022-2023 school year to the 2023-2024 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages. **Root Cause:** Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.

Problem Statement 3: Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations. **Root Cause:** Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
Strategy 1: include and plan for ELPS in lesson plans Strategy's Expected Result/Impact: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.

Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

Strategy 1 Details	Reviews			
Strategy 1: ensure teachers complete professional development including, but not limited to, the hours outlined in the district's PD requirements	Formative			Summative
	Nov	Jan	Mar	June
	N/A	55%	65%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
Strategy 1: GPISD Elementary School will ensure students can explain, justify, and model scientific concepts by providing phenomena-driven, hands-on, student-centered activities that incorporate authentic opportunities for reading, writing, and discourse. Strategy's Expected Result/Impact: By June 2025, Rayburn will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 4%, from 17% to 21% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 14: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	N/A	55%	70%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.

Evaluation Data Sources: Family Engagement Attendance Logs

Strategy 1 Details	Reviews			
Strategy 1: By June 2025, Rayburn will increase overall family engagement participation for campus events by implementing family engagement initiatives and strategies. Strategy's Expected Result/Impact: Elementary campuses will review Beginning of the Year parent survey responses to design family engagement activities that are customized to the specific needs of their families. Campuses with family engagement liaisons will collaborate to increase participation in these events, and submit a monthly data report to monitor and assess participation levels. Staff Responsible for Monitoring: Leadership Team, All Staff, and PTA Title I: 2.531, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 1. Surveys, interview, & focus groups Root Cause: Stakeholders report too many surveys on campus and district levels, low response rates, and focus groups/interviews lack consistent participation, reducing the reliability of collected data to inform decisions. Problem Statement 2: 2. Parent engagement evaluations/feedback & participation levels Root Cause: Parent participation in school events and feedback opportunities is inconsistent, with limited engagement from underrepresented groups, hindering a full understanding of parent needs and perspectives.

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 2: By June 2025, there will be a 3% increase in the number of GPISD high school students who report through annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.

Evaluation Data Sources: Survey data

Strategy 1 Details		Reviews			
Strategy 1: At Grand Prairie Elementary, we will utilize a variety of platforms to reach stakeholders, including Remind101, BBComms (text, email, phone call), social media, flyers, and our website.		Formative			Summative
		Nov	Jan	Mar	June
		N/A	45%	65%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.

Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	N/A	45%	60%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Establish clear expectations for 100% of campus staff to complete required Cybersecurity training provided through Vector solutions; utilize the campus cybersecurity champion to provide professional development on cybersecurity and data privacy practices throughout the year; adhere to the district Software Approval Process for implementation of any programs purchased or implemented at the campus level to ensure compatibility with district infrastructure, cybersecurity, and data privacy practices.	Formative			Summative
	Nov	Jan	Mar	June
	N/A	80%	90%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area
Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

Strategy 1 Details	Reviews			
Strategy 1: Elementary schools can increase college, career, and military readiness by fostering a college-going culture, developing essential literacy and numeracy skills, and involving families through workshops and resources to support long-term educational and career aspirations. Strategy's Expected Result/Impact: At Rayburn, we will engage parents and community where parents can learn about pathways to college, careers, and military options. Partner with local colleges, vocational schools, and military organizations to offer presentations, resources, and workshops for students and families. If there are military families in the community, provide resources and opportunities for these students to connect with military role models and learn about career options within the military. Staff Responsible for Monitoring: Leadership Team, specifically the Counselor and All Staff Title I: 2.5, 2.53, 2.532, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details		Reviews			
Strategy 2: We will incorporate college-readiness, integrate Career and Technical Education (CTE) Concepts, and Military Awareness activities for students to participate in at school. Strategy's Expected Result/Impact: At Rayburn Elementary STEAM Academy we will conduct activities and events for early exposure to career exploration. It can include and is not limited to celebrating college and career readiness week, career days with guest speakers in various fields, exploration of branches within the military, student research, and highlighting post secondary options that staff at Rayburn selected. Staff Responsible for Monitoring: Leadership Team, specifically the Counselor, all Staff Title I: 2.5, 2.53, 2.532, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing		Formative			Summative
		Nov	Jan	Mar	June
		N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Elementary counselors will facilitate monthly CTE exposure activities developed by Career and Technical Education. The CTE administration team will track activity completion and effectiveness. Elementary campuses (5th graders) will visit the CTE Exploration Center during the 24-25 school year. Strategy's Expected Result/Impact: 5th grade students will learn about pathways offered in GPISD on both the middles school and high schools levels. They will trou Dubiski to learn about the specific pathways and strands offered at the technical school. The CTE exploration will also include technology apps like Zello. Staff Responsible for Monitoring: Leadership Team, specifically the Counselor and 5th Grade Teachers Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	N/A	 30%	 70%	
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).

Evaluation Data Sources: PEIMS

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).

Evaluation Data Sources: ACT, SAT, and TSIA2 Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).

Evaluation Data Sources: PEIMS

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).

Evaluation Data Sources: College Board

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.

Evaluation Data Sources: Annual TIA Data

Strategy 1 Details	Reviews			
Strategy 1: Rayburn will increase the retention rate of teachers who receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) by providing targeted support and professional development opportunities for understanding the criteria for TIA including T-TESS and student growth measures. Strategy's Expected Result/Impact: At Rayburn we will see an increase annually of teachers qualifying for TIA for the first time and teachers continuing to meet the criteria. We will also monitor to see if any already qualified TIA staff will be moving up a category. (Recognized, Exemplary, Master) Staff Responsible for Monitoring: Leadership Team and all Staff eligible for TIA Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.

Evaluation Data Sources: TEA

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Track attendance rates and evaluate the success of implemented strategies using the district's data analysis tools. Offer daily student attendance incentives, such as stickers, coupons, or school bucks, and host quarterly attendance recognition programs for students who have consistently maintained an attendance rate of 90% or more. Additionally, develop and distribute materials, including posters, flyers, and newsletters, to promote the importance of regular attendance among students and parents. To increase enrollment, the elementary school will showcase its programs through targeted marketing, engage in community outreach, partner with local preschools, and encourage word-of-mouth referrals. The school will also offer world class customer service, personalized assistance, and highlight student success stories to attract new families. Strategy's Expected Result/Impact: Rayburn Elementary STEAM Academy will maintain overall attendance rate above 90%. The implementation strategies will be monitored in the individual classroom and recognized by the campus. Staff Responsible for Monitoring: Leadership Team and All Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A	65%	75%	

Strategy 2 Details		Reviews			
Strategy 2: Rayburn Elementary STEAM Academy monitor student attendance through the district's A2A program and hold attendance meetings with students who are excessively absent and at risk of violating compulsory attendance laws. Discussions address students on application for Schools of Choice with attendance concerns. Strategy's Expected Result/Impact: An overall campus increase of student attendance on the campus for grades PreK-5 and special programming. Clear communication about the status of an application impacted by attendance. Continued partnership with the school and family with an outcome of students being at school every day. Staff Responsible for Monitoring: Leadership Team, All Staff, and specifically the PEIMS clerk Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Campus Funding Summary

211 - Title 1					
Priority Focus Area	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Funding Needed: Student Incentives in the Campus Wide Elevate Ticket System		\$1,000.00
1	2	1	Funding Needed: Updated Communication Radios on the Campus		\$500.00
1	2	2	Funding Needed: Fencing, Paint, Raised Bed Materials		\$5,000.00
2	1	2	Funding Needed: Campus Purchased iReady Reading		\$6,000.00
Sub-Total					\$12,500.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect			Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation		6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services		7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel		8/17/2023	Holly Mohler	5/24/2024