

**Midland Independent School District**  
**Emerson Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement



## Vision

We will continue to build on strong teachers, student leadership, and high achievement for all using opportunity culture, technology, and collaboration.

We will continue to build on strong teachers and high achievement through an expanded support system, effective schedule, and a more comprehensive use of technology. We will continue to build on creating a strong culture of support for all to grow instructional practices and student growth through goal tracking growth for all. We will continue to develop student leadership and ownership of growth and support.

## Value Statement

# CORE VALUES

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>● <b>Respect</b></li> <li>● <b>Responsibility</b></li> <li>● <b>Courage</b></li> </ul> | <ul style="list-style-type: none"> <li>● <b>Compassion</b></li> <li>● <b>Citizenship</b></li> <li>● <b>Honesty</b></li> </ul> | <ul style="list-style-type: none"> <li>● <b>Diligence</b></li> <li>● <b>Fairness</b></li> <li>● <b>Integrity</b></li> </ul> |
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Attendance 93.5%, Teacher Retention 89%, 1:21 teacher:student projected ratio, 60% certified paraprofessionals, 2 Life Care Life Skills Classrooms, 1 Behavior Support Classroom, and an ESL Program.

School Population (2023 - 2024 Preliminary Summer PEIMS file loaded 06/13/2024)	Count	Percent
<b>Student Total</b>	<b>595</b>	<b>100%</b>
Early Education Grade	2	0.34%
Pre-Kindergarten Grade	22	3.70%
Kindergarten Grade	97	16.30%
1st Grade	79	13.28%
2nd Grade	81	13.61%
3rd Grade	87	14.62%
4th Grade	86	14.45%
5th Grade	77	12.94%
6th Grade	64	10.76%

Student Demographics (2023 - 2024 Summer PEIMS file loaded 06/13/2024)	Count	Percent
<b>Gender</b>		
Female	272	45.71%
Male	323	54.29%
<b>Ethnicity</b>		
Hispanic-Latino	311	52.27%
<b>Race</b>		
American Indian - Alaskan Native	1	0.17%
Asian	7	1.18%
Black - African American	49	8.24%
Native Hawaiian - Pacific Islander	3	0.50%
White	203	34.12%
Two-or-More	21	3.53%

Student Programs (2023 - 2024 Summer PEIMS file loaded 06/13/2024)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	5	0.84%
Pregnancy Related Services	0	0.00%

Student Programs (2023 - 2024 Summer PEIMS file loaded 06/13/2024)	Count	Percent
Regional Day School Program for the Deaf	0	0.00%
Section 504	31	5.21%
Special Education (SPED)	144	24.20%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	15	2.52%
Standard or Alternative Bilingual/ESL	9	1.51%
Dual Language Immersion/One-Way	2	0.34%
Dual Language Immersion/Two-Way	0	0.00%
Student Indicators (2023 - 2024 Summer PEIMS file loaded 06/13/2024)	Count	Percent
Foster Care	0	0.00%
IGC Reviewed	0	0.00%
Intervention Indicator	206	34.62%
Migrant	0	0.00%
Military Connected	19	3.19%
Unschooling Asylee/Refugee	0	0.00%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	362	60.84%
Free Meals	317	53.28%
Reduced-Price Meals	44	7.39%
Other Economic Disadvantage	1	0.17%
<b>Homeless Statuses</b>		
Homeless Status Total	16	2.69%

### Demographics Strengths

Our campus enrollment is growing significantly, with an addition of three classrooms. Our student discipline is low, with less than 30% of students have received an office referral. The discipline rate has increased since the previous school year due to new implementation of an online referral and tracking system. Our teacher retention rate has grown 9% since the previous year and 100% of our teachers have experience teaching. We are a neighborhood campus with a supportive and involved community. Our parent participation and PTA support is very high with packed campus events and strong student participation in after school clubs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Overall, our attendance continues to ride below the district average and goal of 96.5%

**Root Cause:** We were not vigilant at implementing attendance contracts for families with students prior to the 10 absence threshold.

# Student Learning

## Student Learning Summary

Overall, our student scores dropped in STAAR science, reading, and math across most grade levels. Overall, about half of our students did not reach their growth goals in MAP science, math, or reading for the 2023-2024 school year. Our biggest struggles were in grades 1 and 5 where there were all new teams and using new curriculum resources.

## Student Learning Strengths

Our PreK and third grade programs have exceeded their reading and math goals in all areas for multiple years. Our Kindergarten and second grade programs have made growth gains in math, and Kindergarten also made growth gains in reading. Overall our grade 4-6 programs had 81% of students meet or exceed their STAAR progress measures in reading and math.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Overall student growth scores on STAAR math and reading across most grade levels are not on track to meet the projected metrics for the district 2028 goals.

**Root Cause:** The majority of PLC meetings are not actively engaged in planning high rigor instruction based on data driven decisions for intervention and enrichment opportunities.

**Problem Statement 2 (Prioritized):** Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals.

**Root Cause:** The majority of students are not actively tracking their academic progress.

# School Processes & Programs

## School Processes & Programs Summary

Our master schedule has been adjusted this year to include all of the following. We have Opportunity Culture on campus with two administrators, three MCL Teachers, one MTRT, one TRT, two Reach Associates, and a Literacy Strategist. Opportunity Culture meets weekly for a PLC meeting about the observation/feedback cycle, walkthrough trends, and professional development needs. We have weekly PLC meetings for math and reading, and bimonthly PLC meetings for science and social studies utilizing the RELAY model where we alternate planning and data driven instruction cycles. Departmentalized grades also meet weekly as a grade level team. Staff meetings for professional development are scheduled twice a month and alternate with the leadership team meeting for needs assessment and professional development preparations twice a month. We have refreshed our teams and committees this year and scheduled times to meet. We send out weekly newsletters to all staff and parents, and utilize ClassDojo as a parent-teacher-campus communication platform. Google Classroom and Skyward are used to communicate grades and assignments with students and parents. Our master schedule this year utilizes a campus-wide intervention and enrichment time. We have prioritized instructional technology applications and Google Classroom to improve our technology support this year.

## School Processes & Programs Strengths

Master schedule, 100% of teachers meet in a PLC, maintaining collaborative time, increase in instructional coaching support, increase in student Tier II instructional support, campus communication, and maintaining school safety procedures.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation.

**Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

**Problem Statement 2:** Upper grade levels are behind the curve on guiding instruction using technology integration to enhance the learning process, student collaboration, and self-management of progress tracking.

**Root Cause:** There has been a lack of PD for staff on how to follow-through with implementation and monitoring the student use of technology in the classroom.

# Perceptions

## Perceptions Summary

We have a yearly K12 student, staff, and parent survey. We have monthly PTA meetings, twice monthly leadership meetings, monthly committee meetings, and monthly parent involvement events. Our family liaison communicates with parents and the community using Facebook and ClassDojo, this year we will be adding twitter. We also have community volunteers leading the Young Gentleman's League, Young Ladies League, and Fun Club. We have multiple school partners to provide after school clubs. Several churches often volunteer to help at family events on campus and support our various staff needs. Our teacher retention rate is 89% and growing and 100% of our teachers have experience teaching. We have a student leadership program. We are adding accelerated math and pre-athletics for sixth grade students, ESL program support for EB students, and changing the character education program to iLead.

## Perceptions Strengths

We have a strong PTA, involved community, engagement at campus events and activities, and student participation in campus clubs. 100% of teachers have experience. We have a strong mission and staff, supported by our parents and community. Our survey results have shown great improvement in all areas.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support.

**Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Problem Statement 2:** A campus wide culture rubric was developed by the MTSS team but implementation of the rewards system has been inconsistent.

**Root Cause:** There has been limited support from the MTSS committee to manage and monitor the rewards system consistently.

# Priority Problem Statements

**Problem Statement 1:** Overall student growth scores on STAAR math and reading across most grade levels are not on track to meet the projected metrics for the district 2028 goals.

**Root Cause 1:** The majority of PLC meetings are not actively engaged in planning high rigor instruction based on data driven decisions for intervention and enrichment opportunities.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals.

**Root Cause 2:** The majority of students are not actively tracking their academic progress.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation.

**Root Cause 3:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support.

**Root Cause 4:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

**Goal 1: Board Goal: 1**

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 61% to 66% by 2025.

**Performance Objective 1:** GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 86% to 100% by 2025.

**Evaluation Data Sources:** CLI

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Development opportunities will be offered at least once a month to our Pre-K teacher in order to build capacity as an MCL and understanding in areas related to coaching fellow teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher knowledge related to the OC MCL Guidelines and EOY outcomes to ensure delivery of highly effective instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, OC MCL Teachers, and PreK MCL Teacher</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the implementation of effective small group instruction and engaging play based learning opportunities to allow teachers in grades K-2 to implement PreK strategies that have proven effective.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase engagement and rigor in grade K-2 classrooms to ensure students are provided with learning experiences that will allow them to be exposed to all Pre-K Guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, PreK MCL Teacher, Grades K-2 Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

## School Processes & Programs

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

**Goal 1: Board Goal: 1**

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 61% to 66% by 2025.

**Performance Objective 2:** GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 43% to 55% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Reach Associate - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for RTI Tier II and Tier III.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, RTI Coordinator, Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

**School Processes & Programs**

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

**Perceptions**

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 1: Board Goal: 1**

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 61% to 66% by 2025.

**Performance Objective 3: GPM 1.3:** The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 49% to 55% by 2025.

**Evaluation Data Sources:** mCLASS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for RTI Tier II and Tier III.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, RTI Coordinator, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

### School Processes & Programs

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

### Perceptions

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 1: Board Goal: 1**

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 61% to 66% by 2025.

**Performance Objective 4: GPM 1.4:** The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading assessment, will increase from 59% to 65% by 2025.

**High Priority**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for ESL Tier I.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ESL Coordinator, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

### School Processes & Programs

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

### Perceptions

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 2: Board Goal: 2**

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 59% to 64% by 2025.

**Performance Objective 1:** GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 100% by 2025.

**Evaluation Data Sources:** CLI

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Development opportunities will be offered at least once a month to our Pre-K teacher in order to build capacity as an MCL and understanding in areas related to coaching fellow teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher knowledge related to the OC MCL Guidelines and EOY outcomes to ensure delivery of highly effective instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, OC MCL Teachers, and PreK MCL Teacher</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the implementation of effective small group instruction and engaging play based learning opportunities to allow teachers in grades K-2 to implement PreK strategies that have proven effective.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase engagement and rigor in grade K-2 classrooms to ensure students are provided with learning experiences that will allow them to be exposed to all Pre-K Guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, PreK MCL Teacher, Grades K-2 Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. <b>Root Cause:</b> We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.</p>

**Goal 2: Board Goal: 2**

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 59% to 64% by 2025.

**Performance Objective 2:** GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 50% to 56% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for STEM Tier I.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, STEM Coordinator, Teachers</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

**School Processes & Programs**

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

**Perceptions**

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 2: Board Goal: 2**

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 59% to 64% by 2025.

**Performance Objective 3:** GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 57% to 65% by 2025.

**High Priority**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>	 <p>Considerable</p>	 <p>Considerable</p>	 <p>Continue/ Modify</p>

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for STEM Tier I.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, STEM Coordinator, Teachers</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

**School Processes & Programs**

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

**Perceptions**

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 3:** Board Goal :3

The percentage of 4th grade-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

The percentage of 4th grade-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 58% to 71% by 2025.

**Performance Objective 1:** GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 43% to 56% by 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for ESL Tier I.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ESL Coordinator, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

**School Processes & Programs**

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

**Perceptions**

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 3: Board Goal :3**

The percentage of 4th grade-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

The percentage of 4th grade-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 58% to 71% by 2025.

**Performance Objective 2:** GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 46% to 53% by 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for ESL Tier I.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ESL Coordinator, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

### School Processes & Programs

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

### Perceptions

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 3: Board Goal :3**

The percentage of 4th grade-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

The percentage of 4th grade-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 58% to 71% by 2025.

**Performance Objective 3: GPM 3.3:** The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 23% to 50% by 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for ESL Tier I.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ESL Coordinator, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

### School Processes & Programs

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

### Perceptions

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 4:** Board Goal : 4

The percentage of 4th grade-Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.

The percentage of 4th grade-Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 59% to 65% by 2025.

**Performance Objective 1:** GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 38% to 50% by 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Reach Associate - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for STEM Tier I.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, STEM Coordinator, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

### School Processes & Programs

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

### Perceptions

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 4: Board Goal : 4**

The percentage of 4th grade-Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.

The percentage of 4th grade-Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 59% to 65% by 2025.

**Performance Objective 2:** GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 55% to 60% by 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for STEM Tier I.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, STEM Coordinator, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

**School Processes & Programs**

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

**Perceptions**

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 4: Board Goal : 4**

The percentage of 4th grade-Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.

The percentage of 4th grade-Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 59% to 65% by 2025.

**Performance Objective 3: GPM 4.3:** The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 29% to 50% by 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional coaches and campus instructional leadership will utilize effective PLC models to plan, collaborate and improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers participate in effective, data driven professional learning communities (PLC) to plan quality instructional lesson driven by student data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus academic staff will receive support on how to align lesson objectives, activities, standards, and scaffolding rigor for STEM Tier I.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger efficacy will be built amongst instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, STEM Coordinator, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>

### School Processes & Programs

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

### Perceptions

**Problem Statement 1:** The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. **Root Cause:** Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 1:** Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

**Evaluation Data Sources:** Accountability Ratings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of teachers will implement the MTSS Student Campus Discipline System, Common Areas Matrix, and Classroom Management Behavior Chart.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced Number of Office Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teacher Leaders, MTSS committee, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of teachers will implement the iLead Student Leadership program to promote strong character traits and enhance a positive student experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared responsibility of communication and school improvement of academics, behavior, and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers, Students</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of students will participate in goal setting and tracking their own academic progress using individual student data trackers.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared responsibility of communication and school improvement of academics, behavior, and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. <b>Root Cause:</b> Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.</p>

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 2:** 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

**Evaluation Data Sources:** PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will build capacity in pacing and planning through lesson alignment to the right level of rigor of formative assessments, effective instructional strategies, questioning techniques, problem solving, and critical thinking. We will build the capacity of our instructional leaders to better coach and support our teachers on their lesson framing, activity rigor, student collaboration, and matching exit ticket rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus leadership team will have built their capacity in providing support to teachers around the use of instructional materials and research based best practices in the classroom to improve all Tiers of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly analysis of student work (academic monitoring, CFU, exit tickets), identifying gaps, and opportunities for reteach with reassessment. Improve Tier I instruction and help with closing the identified gaps through reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of the teachers will participate in PLC/DDI following the campus DDI protocol analyzing campus/district data , identifying gaps and trending misconceptions, determining intervention/enrichment, and writing reteach opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Periodic analysis of student work (CFA, Unit, or other major assessment), identifying gaps, and opportunities for reteach with reassessment. Improve Tier II and III instruction and help with closing the identified gaps through reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of the teachers will participate in PLC/DDI following the campus DDI protocol analyzing campus/district data , identifying gaps and trending misconceptions, determining intervention/enrichment, and writing reteach opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 1:** Overall student growth scores on STAAR math and reading across most grade levels are not on track to meet the projected metrics for the district 2028 goals. **Root Cause:** The majority of PLC meetings are not actively engaged in planning high rigor instruction based on data driven decisions for intervention and enrichment opportunities.

### School Processes & Programs

**Problem Statement 1:** There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. **Root Cause:** We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 3:** Research, plan and implement new school safety infrastructure, facility updates, and transportation operations that maximize instructional time.

**High Priority**

**Evaluation Data Sources:** Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Install a silent panic alert as a measure of school safety, either manually or through software applications, intended to signal a life-threatening or emergency situation (such as an active shooter, intruder, or other emergency situation) requiring a response from law enforcement and/or other first responders.</p> <p><b>Strategy's Expected Result/Impact:</b> Support an alarm system as described in the proposed School Safety Standards Rule. The rule describes this as part of a school system communications infrastructure, which shall include a panic alert button, duress, or equivalent alarm system, via standalone hardware or integrated into other telecommunications devices.</p> <p><b>Staff Responsible for Monitoring:</b> District Facilities Director, Admin, Office Staff, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Install an updated intercom alert system as a measure of school safety, intended to signal an emergency situation or campus wide notice of acute priority information.</p> <p><b>Strategy's Expected Result/Impact:</b> Support a system as described in the proposed School Safety Standards Rule. The rule describes this as part of a school system communications infrastructure, which shall include a panic alert button, duress, or equivalent alarm system, via standalone hardware or integrated into other telecommunications devices.</p> <p><b>Staff Responsible for Monitoring:</b> District Facilities Director, Admin, Office Staff, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Install a portable alert system as a measure of school safety, intended to signal a life-threatening or emergency situation (such as an active shooter, intruder, or other emergency situation) requiring a response from law enforcement and/or other first responders.</p> <p><b>Strategy's Expected Result/Impact:</b> Support an alarm system as described in the proposed School Safety Standards Rule. The rule describes this as part of a school system communications infrastructure, which shall include a panic alert button, duress, or equivalent alarm system, via standalone hardware or integrated into other telecommunications devices.</p> <p><b>Staff Responsible for Monitoring:</b> District Facilities Director, Admin, Office Staff, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 4:** 100% of the district's safety policies will be implemented, including Bullying and Suicide Prevention.

**High Priority**

**Evaluation Data Sources:** Safety drills and Audits. Bullying investigation records and counseling records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> As part of the action to improve campus safety, conduct weekly exterior door sweeps, beginning the first week students return to campus.</p> <p><b>Strategy's Expected Result/Impact:</b> The tools are designed to help create an effective internal monitoring system, giving visibility both to campus leaders and district leaders on how well instructional facility doors remain closed and locked.</p> <p><b>Staff Responsible for Monitoring:</b> District Safety &amp; Security Personnel, Admin, Office Staff, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Update the campus emergency plan and conduct monthly emergency drills beginning the first week students return to campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Support facility safety and security, including planning and implementation of the multi-hazard emergency operations plan.</p> <p><b>Staff Responsible for Monitoring:</b> District Safety &amp; Security Personnel, Admin, Office Staff, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Keep a safety and security record of the campus facilities, and follow safety and security audit procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety and security may be enhanced by implementing ongoing identification and improvements. These proactive measures to make continual improvements should also make the three-year reporting more effective.</p> <p><b>Staff Responsible for Monitoring:</b> District Safety &amp; Security Personnel, Admin, Office Staff, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6:** Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

**Performance Objective 1:** Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

**Evaluation Data Sources:** Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all grade K-3 teachers on campus complete the Reading Academies, as outlined in HB 3 by the 86th Texas Legislature.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and principals have increased knowledge and skills in the science of reading instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary ELAR Content Director, Admin, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure all DOI teachers on campus show progress on or complete the teacher certification process.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers have increased knowledge and skills and are highly qualified for their position.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Encourage all teachers to complete an ESL Academy or pass the ESL certification exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers have increased knowledge and skills and are highly qualified for their position.</p> <p><b>Staff Responsible for Monitoring:</b> District ESL Director, Admin, ESL Coordinator, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 483 663 532">  No Progress         </div> <div data-bbox="764 483 982 532">  Accomplished         </div> <div data-bbox="1083 483 1335 532">  Continue/Modify         </div> <div data-bbox="1436 483 1629 532">  Discontinue         </div> </div>				

**Goal 6:** Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

**Performance Objective 2:** Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

**Evaluation Data Sources:** Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The expansion of the opportunity culture roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The expansion of the mentor program roles which will help and support principals grow their campus leadership capacities will shape their school's culture in ways that improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the rigor of Tier 1 instruction and increase the Tier 2 supports, so that at least 85% of students meet or exceed their growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Admin, MCLs, Teacher Leaders, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus and district instructional coaches will utilize the coaching cycle (GBF Scope and Sequence) to provide effective feedback to teachers on instructional, best practices and targeted professional development opportunities to improve all Tiers of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers receive timely feedback to improve instruction and student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Talent Development Department, Opportunity Culture Coaches, Admin, MCLs, Literacy Strategist, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. <b>Root Cause:</b> We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.</p>

**Goal 7:** Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

**Performance Objective 1:** Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

**Evaluation Data Sources:** Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate school activities, assessment scores and information, and the campus improvement plan through the campus website, weekly newsletter, ClassDojo app, Skyward grade book, Google Classroom activities, surveys, and presentations at campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared responsibility of communication and school improvement of academics, behavior, and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CEIC Committee, Staff</p> <p><b>Title I:</b> 4.1</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Report TARP, campus improvement plan, and Title I information through the campus website and presentations at campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared responsibility of communication and school improvement of academics, behavior, and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors, Admin, CEIC Committee</p> <p><b>Title I:</b> 4.1</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of students will participate in goal setting and tracking their own academic progress using individual student data trackers.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared responsibility of communication and school improvement of academics, behavior, and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. <b>Root Cause:</b> Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.</p>

**Goal 7:** Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

**Performance Objective 2:** Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

**Evaluation Data Sources:** DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the attendance percentage from 93.5% to 96.0%. Continue the campus-wide plan for monitoring attendance, celebrating good attendance, and intervening when a student has excessive absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared responsibility of communication and school improvement of academics, behavior, and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Department, Admin, Attendance Clerk, Parent Liaison, Attendance Committee, Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of students will participate in goal setting and tracking their own academic progress using individual student data trackers.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared responsibility of communication and school improvement of academics, behavior, and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide extra instruction through before or after school tutorials using intensive intervention and enrichment activities for target TEKS and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared responsibility of closing learning gaps and school improvement of academics, behavior, and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Tutorial Teachers, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress	 No Progress	 Discontinue

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Overall student growth scores on STAAR math and reading across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of PLC meetings are not actively engaged in planning high rigor instruction based on data driven decisions for intervention and enrichment opportunities.</p>
<p><b>Problem Statement 2:</b> Overall student growth scores on MAP math, reading, and science across most grade levels are not on track to meet the projected metrics for the district 2028 goals. <b>Root Cause:</b> The majority of students are not actively tracking their academic progress.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There is a lack of data driven instruction as seen in the limited evidence of student growth and lack of targeted Tier II lesson planning based on data desegregation. <b>Root Cause:</b> We have an experienced staff with a need for job embedded planning PD and coaching feedback on effective Tier II instruction to promote critical thinking, engagement, and exemplar student work.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> The K12 Insight Survey showed growth in many areas, but still shows a steady need for improvement in the area of academic feedback and support. <b>Root Cause:</b> Communication of grades, work comments, and student products to parents are not occurring in a timely fashion.</p>

# Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reach Associate		\$0.00
4	1	1	Reach Associate		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$72,106.00
<b>+/- Difference</b>					\$72,106.00
<b>Grand Total Budgeted</b>					\$72,106.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$72,106.00