

Midland Independent School District

Greathouse Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Greathouse Shared Mission:

At Greathouse, we will provide high quality instruction so all students reach their individual goals.

Vision

Greathouse Vision:

All students will receive the time and support required to learn at high levels and reach their individual goals. All students will be guaranteed a safe learning environment.

Value Statement

Greathouse Collective Commitments:

I will be a positive contributing member of the schoolwide team as we work interdependently using common language to achieve shared goals and demonstrate mutual accountability.
I will use evidence of student learning to inform and improve my practice by utilizing the most effective educational practices.
I will cultivate a culture of celebration by acknowledging the efforts and achievements of our students and colleagues as we continually strive for excellence.
Create learning environments which are student centered, allow for various learning styles and showcase student achievement.
I will implement with fidelity an effective system of intervention and extension while providing enrichment opportunities for all.
I will honor the individual and unique qualities of our students and at the same time not use their uniqueness to label them.
I will engage in open frequent two-way communication among all stakeholders, provide families with ongoing information about their child, and offer specific ideas and ma
Collaborate in our PLC groups around the four guiding questions in order to:

- Align instruction using standards based learning targets while monitoring students' evolving needs
- Develop opportunities for students to demonstrate understanding and monitor growth
- Adjust instruction and provide flexible groupings to differentiate for student needs
- Ensure all student receive high quality instruction

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Greathouse Elementary is a neighborhood school home to 905 students from Pre K- 6th grade. Greathouse opened in 1993 and was named after longtime Midland business and community leader Barney R. Greathouse. Our campus is located in the Greathouse Subdivision and all students attending Greathouse live within a 2 mile radius with the exception of those students who attend Greathouse on an approved transfer via Apply Midland. The mobility rate for Greathouse has declined from 14.36% in 22022-23 to 14.17% in 2023-2024. Our attendance rate for the 2023-24 school year was 94.01% which was the same as the Greathouse attendance rate for the 22-23 school year. . The first six weeks attendance rate was 95.6% was our highest campus attendance rate. Greathouse attendance rate declined each six weeks with our EE and Pre Kindergarten grade levels consistently having the lowest attendance rate. Overall, the Greathouse attendance rate drops during the 3rd and 4th six weeks grading period. Our economic disadvantaged sub group attendance rate is lower than the campus average. The attendance rate of Greathouse gifted and talented sub group is higher of 96.7% higher than the campus average of 94.1%. Greathouse had an ODR rate of 7.96% with 3.46% of ODRs resulting in 1 or more days of in school suspension for the 23-24 school year. We had a risk ratio 1.64% of ODRs with general ed students compared to special education students. 1,64% does not puts Greathouse in a "caution" status regarding disproportionality in comparison to special education and general education students. Greathouse had a staff retention rate of 65% which is equal to the district rate.

[Greathouse Percentage in Attendance for 23-24 School year.](#)

[Greathouse Teacher FTE Years of Experience for 23-24](#)

Demographics Strengths

- Greathouse has 28 teachers with 6 or more years experience.
- Greathouse has a 34.6% economically disadvantaged rate.
- Greathouse demonstrates equity in discipline when comparing general education students to special education and white students compared to black students, Hispanic students, and multi race students.
- Greathouse has a mobility rate of 14%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Greathouse attendance rate for 23-24 was 94.1%.

Root Cause: Insufficient structure on providing education and support for parents as well as ineffective systems in place to improve attendance rate.

Problem Statement 2: Greathouse has a risk ratio 1.64% of ODRs with general ed students compared to special education students which puts in the caution range for disproportionality.

Root Cause: Greathouse has ineffective strategies for managing behavior that are tailored to the diverse needs of special education students, resulting in more frequent disciplinary incidents.

Student Learning

Student Learning Summary

Preliminary STAAR Data:

Greathouse performed above the state average in all grade levels and content areas with the exception of 4th grade RLA and 5th grade Science. . When compared with the stated average on extended constructed responses, Greathouse performed at or above the state average in all grade levels with the exception of 6th grade. Greathouse performed below the state average in 5th grade Science.

Greathouse sub population data:

Math: Emergent Bilingual students performed at or about the Greathouse average in Math in 3rd grade and 5th grade. Emergent Bilingual students performed 3 points below the Greathouse average in 6th grade and 2 points below the Greathouse average in 4th grade. Students receiving special education services at Greathouse performed below the Greathouse average in 3rd, 4th, 5th, and 6th grade. Greathouse white sub group performed at or above the Greathouse average in 3rd grade, 5th grade, and 6th grade. Economic disadvantage sub group performed below the Greathouse average in 3rd, 4th, 5th, and 6th grade. .

Reading: Emergent Bilingual students performed below Greathouse average in 3rd, 4th, and 6th grade. Students receiving special education services performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade. Economic disadvantage sub group performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade.

Science: Emergent Bilingual students performed the same as Greathouse average. Economic disadvantage and Special Education performed below Greathouse average.

Student Achievement in MATH: NWEA MAP

- Indicates that the overall average median percentile performance for Kindergarten, 1st, 2nd, 3rd, and 5th grade in Math is at or above average performance.
- 60% of Kindergarten students met or exceeded their Fall to Spring growth goal.
- 70% or more of 1st grade and 2nd grade students met or exceeded their Fall to Spring growth goal.
- 4th and 6th grade fell below the campus goal with 51% of 4th graders who met or exceeded their fall to spring goal and 48% of 6th grader met or exceed their fall to spring growth goal.
- Students receiving special education services met or exceeded their fall to spring math growth goal in kinder (53%), 1st grade (67%), 2nd grade (75%), 3rd grade (85%), 4th grade (73%), 5th grade (50%), and 6th grade (62%).
- Overall, Greathouse demonstrated high growth and high achievement in math on the end of year NWEA MAP.

Student Achievement in Reading: NWEA MAP

- Indicates that the overall average median percentile performance for Kindergarten, 1st, 3rd, and 5th grade in Reading is at or above average performance.
- 65% or more of Kindergarten, 3rd, and 5th grade students met or exceeded their Fall to Spring growth goal.
- 54% or more of 1st grade students met or exceeded their Fall to Spring growth goal.
- 4th grade fell significantly below the campus goal with 33% of 4th graders who met or exceeded their fall to spring goal.
- Students receiving special education services met or exceeded their fall to spring reading growth goal in kinder (53%), 1st grade (58%), 2nd grade (60%), 3rd grade (54%), 4th grade (46%), 5th grade (58%), and 6th grade (50%).

- 50% of 6th grade students met their Fall to Spring growth goals which was well below the campus goal.
- Overall, Greathouse demonstrated high growth and high achievement in reading on the end of year NWEA MAP.

Student Learning Strengths

- Greathouse performed above the state average on the RLA STAAR in grades 3, 5, and 6.
- Greathouse performed above the state average on the Math STAAR in grades 3, 4, 5, and 6.
- 70% of 1st and 2nd grade met or exceeded their Math end of year growth goal.
- 64% of Greathouse students demonstrated high growth and high achievement on end of year NWEA MAP Math Assessment.
- 76% of Greathouse students demonstrated high growth and high achievement on end of year NWEA MAP Science Assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade.

Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

Problem Statement 2 (Prioritized): Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade.

Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 3 (Prioritized): Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade.

Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 4 (Prioritized): Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores.

Root Cause: Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.

Problem Statement 5 (Prioritized): Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores.

Root Cause: Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.

Problem Statement 6 (Prioritized): Greathouse 5th grade students performed below the state average on the 5th grade Science STAAR with 28% of 5th grade students performing at the Meets level.

Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking science standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

School Processes & Programs

School Processes & Programs Summary

At Greathouse Elementary we are creating a culture comprised of teamwork, collaboration and coaching. Teachers receive coaching sessions also known as an observation feedback session. Greathouse will begin tracking trend data gathered by administration, literacy specialist and multi-classroom leaders to develop practice clinics that focus on the need of teachers. Teachers will attend the clinic based on their area of need. We strive to emphasize the importance of these strategies to enhance TTESS Domains and instructional capacity. We are improving our PLC structure that allows grades 3-6 to meet vertically with their content teams. We focus on the instructional process of what do we want students to learn? How are we going to know if they learned it? What do we do if they didn't? What do we did they did? We also use our professional learning communities time to develop action plans to reteach un-mastered areas. Greathouse Elementary incorporates their leadership team ideas and input in almost every decision. The leadership team is made up of teachers, admin, Multi classroom leaders, and literacy strategist. Together we will make choices about practice clinics for teachers, goals, and action plans to obtain them. We primarily focus on the area of student academics, culture and leadership. Twice a year we review data (beginning of year and middle of year) and we develop intentional action plans to enhance those three areas. During the fall and spring semester, we will make adjustments to the plan in response to CFA and 6 week unit assessment. This year our focus is on: Student social emotional learning, highly effective PLCs, student empowerment, consistent and frequent PD based on data, and data and goal achievement. We are also proud to announce that we are part of Opportunity Culture. This enables us to use high performing teachers to reach more students while also coaching and mentoring others on campus.

School Processes & Programs Strengths

- Opportunity Culture Campus- 5 Multi Classroom Leaders
- School wide intervention enrichment block
- Protected PLC time
- Established school wide MTSS to support Positive Behavior Intervention and Supports
- Creating an effective system of coaching and PD clinics to support teachers in providing high levels of instruction which improve student outcomes
- Culture of distributed leadership with systems to get input from all staff
- 6th grade Student Council
- Weekly Knights
- Character lunches
- Knightly Shout outs
- Monthly family engagement nights

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Number of ODRs doubled from 2022-23 to 2023-24

Perceptions

Perceptions Summary

Greathouse Elementary strives to create a positive learning environment for not only students but for teachers and families as well. We do our best to ensure our culture is structured and emphasize the importance of student leadership, academics and social emotional health. We created a school wide MTTS to support social emotional/behavior learning for our student. We have an established PTA that is actively involved in school home partnerships. Greathouse has partnered with Hope Fellowship to implement All Pro Dad's breakfast. Together with our school counselors and family outreach coordinator we are working with Opportunity Tribe to establish a mentoring program at Greathouse. One time per year, K-12 Insight survey is sent to all parents, staff, and 3rd-6th graders. This is where they provide input on how to strengthen our culture and instruction to improve Greathouse. Greathouse has an active, engaged parent outreach coordinator.

Perceptions Strengths

K12 Insight survey highest ranking:

- This school promotes opportunities for families to volunteer
- At this school, my child feels like they belong.
- There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.
- This school is welcoming to families.
- This school is a supportive place for students to learn.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to K 12 insight, parents and students do not receive quality feedback on student work.

Root Cause: Greathouse did not have effective systems in place to provide effective, quality feedback to students and parents in a timely manner aligned with school wide expectations.

Priority Problem Statements

Problem Statement 1: Greathouse attendance rate for 23-24 was 94.1%.

Root Cause 1: Insufficient structure on providing education and support for parents as well as ineffective systems in place to improve attendance rate.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade.

Root Cause 2: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade.

Root Cause 3: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade.

Root Cause 4: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores.

Root Cause 5: Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores.

Root Cause 6: Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Greathouse 5th grade students performed below the state average on the 5th grade Science STAAR with 28% of 5th grade students performing at the Meets level.

Root Cause 7: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking science standards, plan lessons at a high level of

rigor, analyze data, and effective, targeted reteach.

Problem Statement 7 Areas: Student Learning

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.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 60% to 65% 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 83% to 89% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Greathouse will implement effective systems that provides teachers with protected PLC time throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. Effective collaborative PLC with evidence of lesson internalization and data analyzation with targeted reteach.</p> <p>Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p> <p>Strategy's Expected Result/Impact: Students will meet daily lesson objectives by evidence of data collection and 89% of Pre K students will meet EOY phonological awareness assessment.</p> <p>Staff Responsible for Monitoring: Pre K team lead</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	 Considerable	 Accomplished	 Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: Greathouse will implement a structured goal-setting process where teachers set instructional goals with their coaches, receive regular feedback on progress, and adjust strategies as needed to ensure continuous improvement in teaching effectiveness. Strategy's Expected Result/Impact: Students will meet daily lesson objectives by evidence of data collection and 89% of Pre K students will meet EOY phonological awareness assessment. Staff Responsible for Monitoring: Pre K team lead TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2, 5	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	
Strategy 3 Details	Reviews			
Strategy 3: Greathouse will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special education students. Strategy's Expected Result/Impact: Students will meet daily lesson objectives by evidence of data collection and 89% of Pre K students will meet EOY phonological awareness assessment. Staff Responsible for Monitoring: Pre K Lead TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.
Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. Root Cause: Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.



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.



Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 60% to 65% 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 54% to 65% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Greathouse will implement effective systems that provides teachers with protected PLC time throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. Effective collaborative PLC with evidence of lesson internalization and data analyzation with targeted reteach. Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p> <p>Strategy's Expected Result/Impact: Percentage of K-2nd grade students meeting or exceeding NWEA MAP growth score will increase from 54% to 65%.</p> <p>Staff Responsible for Monitoring: MCLs and AP</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	 Considerable	 Some Progress		

Strategy 2 Details		Reviews			
Strategy 2: Greathouse will implement a structured goal-setting process where teachers set instructional goals with their coaches, receive regular feedback on progress, and adjust strategies as needed to ensure continuous improvement in teaching effectiveness. Strategy's Expected Result/Impact: 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 54% to 65% by 2025. Staff Responsible for Monitoring: MCL, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Some Progress		
Strategy 3 Details		Reviews			
Strategy 3: Greathouse will implement data-driven feedback cycles where teachers, MCLs, and administrators use student data to identify misconceptions, develop action step and feedback, promoting instructional adjustments that directly improve student learning outcomes. Strategy's Expected Result/Impact: 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 54% to 65% by 2025. Staff Responsible for Monitoring: MCL, admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Some Progress		

Strategy 4 Details		Reviews			
Strategy 4: Greathouse will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special education students. Strategy's Expected Result/Impact: 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 54% to 65% by 2025. Staff Responsible for Monitoring: MCL, admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.</p> <p>Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.</p> <p>Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.</p> <p>Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. Root Cause: Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.</p>



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.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 60% to 65% 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 72% to 77% by 2025.

Evaluation Data Sources: exit tickets, CFUs, MOY MCLASS, EOY MCLASS

Strategy 1 Details	Reviews			
<p>Strategy 1: Greathouse will implement effective systems that provides teachers with protected PLC time throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. Effective collaborative PLC with evidence of lesson internalization and data analyzation with targeted reteach. Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p> <p>Strategy's Expected Result/Impact: Percentage of K-2nd grade students reading on or above grade level will increase from 56% to 70%.</p> <p>Staff Responsible for Monitoring: MCL, AP's</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: Greathouse will implement a structured goal-setting process where teachers set instructional goals with their coaches, receive regular feedback on progress, and adjust strategies as needed to ensure continuous improvement in teaching effectiveness. Strategy's Expected Result/Impact: Percentage of K-2nd grade students reading on or above grade level will increase from 56% to 70%. Staff Responsible for Monitoring: MCL, admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 5	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Some Progress		
Strategy 3 Details	Reviews			
Strategy 3: Greathouse will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special education students. Strategy's Expected Result/Impact: Percentage of K-2nd grade students reading on or above grade level will increase from 56% to 70%. Staff Responsible for Monitoring: MCL, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.
Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Student Learning

Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. **Root Cause:** Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.

Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. **Root Cause:** Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.

Problem Statement 6: Greathouse 5th grade students performed below the state average on the 5th grade Science STAAR with 28% of 5th grade students performing at the Meets level. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking science standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.




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.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 60% to 65% 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 61% to 66% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Greathouse will implement effective systems that provides teachers with protected PLC time throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. Effective collaborative PLC with evidence of lesson internalization and data analyzation with targeted reteach. Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p> <p>Strategy's Expected Result/Impact: 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 50% to 65% by 2028</p> <p>Staff Responsible for Monitoring: MCL, AP</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	 Considerable	 Accomplished	 Accomplished	

Strategy 2 Details		Reviews			
Strategy 2: Greathouse will implement a structured goal-setting process where teachers set instructional goals with their coaches, receive regular feedback on progress, and adjust strategies as needed to ensure continuous improvement in teaching effectiveness. Strategy's Expected Result/Impact: 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 61% to 66% by 2025. Staff Responsible for Monitoring: MCL, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Accomplished	 Accomplished	
Strategy 3 Details		Reviews			
Strategy 3: Greathouse will implement a differentiated coaching model that provides personalized support based on teachers' experience levels, content areas, and individual needs, ensuring that all teachers receive targeted guidance to enhance instructional practices. Strategy's Expected Result/Impact: 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 61% to 66% by 2025. Staff Responsible for Monitoring: MCL, Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Accomplished	 Accomplished	
Strategy 4 Details		Reviews			
Strategy 4: Greathouse will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special education students. Strategy's Expected Result/Impact: 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 61% to 66% by 2025. Staff Responsible for Monitoring: MCL, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. **Root Cause:** Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. **Root Cause:** Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.




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..

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 56% to 61% 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 94% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
<p>Strategy 1: Greathouse will implement effective systems that provides teachers with protected PLC time throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. Effective collaborative PLC with evidence of lesson internalization and data analyzation with targeted reteach.</p> <p>Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p> <p>Strategy's Expected Result/Impact: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 94% by 2025.</p> <p>Staff Responsible for Monitoring: Pre K Lead, AP</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	<div> Considerable</div>	<div> Accomplished</div>	<div> Accomplished</div>	

Strategy 2 Details	Reviews			
Strategy 2: Greathouse will implement a structured goal-setting process where teachers set instructional goals with their coaches, receive regular feedback on progress, and adjust strategies as needed to ensure continuous improvement in teaching effectiveness. Strategy's Expected Result/Impact: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 94% by 2025. Staff Responsible for Monitoring: Pre K lead, AP TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	
Strategy 3 Details	Reviews			
Strategy 3: Greathouse will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special education students. Strategy's Expected Result/Impact: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 94% by 2025. Staff Responsible for Monitoring: Pre K lead, admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.
Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. Root Cause: Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.



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..

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 56% to 61% 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 70% to 75% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Greathouse will implement effective systems that provides teachers with protected PLC time throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. Effective collaborative PLC with evidence of lesson internalization and data analyzation with targeted reteach. Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p> <p>Strategy's Expected Result/Impact: 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 70% to 75% by 2025.</p> <p>Staff Responsible for Monitoring: MCL, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	 Considerable	 Considerable		

Strategy 2 Details		Reviews			
Strategy 2: Greathouse will implement a structured goal-setting process where teachers set instructional goals with their coaches, receive regular feedback on progress, and adjust strategies as needed to ensure continuous improvement in teaching effectiveness. Strategy's Expected Result/Impact: 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 70% to 75% by 2025. Staff Responsible for Monitoring: MCL, Admin ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Some Progress		
Strategy 3 Details		Reviews			
Strategy 3: Greathouse will implement a differentiated coaching model that provides personalized support based on teachers' experience levels, content areas, and individual needs, ensuring that all teachers receive targeted guidance to enhance instructional practices. Strategy's Expected Result/Impact: 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 70% to 75% by 2025. Staff Responsible for Monitoring: MCL, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Some Progress		
Strategy 4 Details		Reviews			
Strategy 4: Greathouse will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special education students. Strategy's Expected Result/Impact: 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 70% to 75% by 2025. Staff Responsible for Monitoring: MCL, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 3		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Some Progress		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. **Root Cause:** Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.



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..



Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 56% to 61% 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 50% to 65% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Greathouse will implement effective systems that provides teachers with protected PLC time throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. Effective collaborative PLC with evidence of lesson internalization and data analyzation with targeted reteach. Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p> <p>Strategy's Expected Result/Impact: 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 50% to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL, Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	 Considerable	 Some Progress		

Strategy 2 Details	Reviews			
<p>Strategy 2: Greathouse will implement a structured goal-setting process where teachers set instructional goals with their coaches, receive regular feedback on progress, and adjust strategies as needed to ensure continuous improvement in teaching effectiveness.</p> <p>Strategy's Expected Result/Impact: 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 50% to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Some Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: Greathouse will implement a differentiated coaching model that provides personalized support based on teachers' experience levels, content areas, and individual needs, ensuring that all teachers receive targeted guidance to enhance instructional practices.</p> <p>Strategy's Expected Result/Impact: 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 50% to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Some Progress		

Strategy 4 Details		Reviews			
Strategy 4: Greathouse will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special education students. Strategy's Expected Result/Impact: 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 50% to 65% by 2025. Staff Responsible for Monitoring: mcl, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 3		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.
Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. Root Cause: Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.

Goal 3: Board Goal :3

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



Campus: The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 75% to 80% 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 38% to 65% by 2025.



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 68% to 71% by 2025.





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 50% to 65% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Greathouse will implement effective systems that provides teachers with protected PLC time throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. Effective collaborative PLC with evidence of lesson internalization and data analyzation with targeted reteach.</p> <p>Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p> <p>Strategy's Expected Result/Impact: Greathouse will be performance objectives 3.1,3.2, and 3.3</p> <p>Staff Responsible for Monitoring: MCL, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 5</p>	 Considerable	 Considerable		

Strategy 2 Details	Reviews			
<p>Strategy 2: Greathouse will implement a structured goal-setting process where teachers set instructional goals with their coaches, receive regular feedback on progress, and adjust strategies as needed to ensure continuous improvement in teaching effectiveness.</p> <p>Strategy's Expected Result/Impact: 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 38% to 65% by 2025. 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 68% to 71% by 2025. 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 50% to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 3 Details	Reviews			
<p>Strategy 3: Greathouse will implement data-driven feedback cycles where teachers, MCLs, and administrators use student data to identify misconceptions, develop action step and feedback, promoting instructional adjustments that directly improve student learning outcomes.</p> <p>Strategy's Expected Result/Impact: 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 38% to 65% by 2025. 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 68% to 71% by 2025. 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 50% to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 4 Details		Reviews			
Strategy 4: Greathouse will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special education students. Strategy's Expected Result/Impact: 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 38% to 65% by 2025. 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 68% to 71% by 2025. 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 50% to 65% by 2025. Staff Responsible for Monitoring: MCL, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.
Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.
Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. Root Cause: Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.

Goal 4: Board Goal : 4

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



Campus: The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 74% to 79% 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 51% to 60% by 2025.



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 64% to 68% by 2025.





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 48% to 60% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Greathouse will implement effective systems that provides teachers with protected PLC time throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery. Effective collaborative PLC with evidence of lesson internalization and data analyzation with targeted reteach.</p> <p>Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p> <p>Strategy's Expected Result/Impact: Students will meet objective criteria for 4.1, 4.2, and 4.3</p> <p>Staff Responsible for Monitoring: MCL, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	 Considerable	 Considerable		

Strategy 2 Details	Reviews			
<p>Strategy 2: Greathouse will implement a structured goal-setting process where teachers set instructional goals with their coaches, receive regular feedback on progress, and adjust strategies as needed to ensure continuous improvement in teaching effectiveness.</p> <p>Strategy's Expected Result/Impact: 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 51% to 65% by 2025. 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 64% to 75% by 2025. 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 48% to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 3 Details	Reviews			
<p>Strategy 3: Greathouse will implement data-driven feedback cycles where teachers, MCLs, and administrators use student data to identify misconceptions, develop action step and feedback, promoting instructional adjustments that directly improve student learning outcomes.</p> <p>Strategy's Expected Result/Impact: 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 51% to 65% by 2025. 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 64% to 75% by 2025. 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 48% to 65% by 2025.</p> <p>Staff Responsible for Monitoring: MCL, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 4 Details		Reviews			
Strategy 4: Greathouse will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special education students. Strategy's Expected Result/Impact: 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 51% to 65% by 2025. 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 64% to 75% by 2025. 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 48% to 65% by 2025. Staff Responsible for Monitoring: MCL, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 3		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.
Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. Root Cause: Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.

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			
Strategy 1: Greathouse will utilize master schedule to create protected time for PLCs where teachers can collaborate on lesson internalization, instructional strategies, and data analysis. Strategy's Expected Result/Impact: Greathouse will strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement. Staff Responsible for Monitoring: MCL, Assistant Principal, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Greathouse will implement a differentiated coaching model that provides personalized support based on teachers' experience levels, content areas, and individual needs, ensuring that all teachers receive targeted guidance to enhance instructional practices. Strategy's Expected Result/Impact: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement Staff Responsible for Monitoring: MCL, Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. **Root Cause:** Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. **Root Cause:** Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.

Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. **Root Cause:** Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.



Problem Statement 6: Greathouse 5th grade students performed below the state average on the 5th grade Science STAAR with 28% of 5th grade students performing at the Meets level. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking science standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.







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			
Strategy 1: 100% of all Greathouse PLC meetings will follow a structured agenda that prioritizes data analysis. Allocate specific time for reviewing student performance data, discussing instructional implications, and planning targeted interventions with reteach strategy identified along with date of reteach. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: MCL, Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Greathouse will implement data-driven feedback cycles where teachers, MCLs, and administrators use student data to identify misconceptions, develop action step and feedback, promoting instructional adjustments that directly improve student learning outcomes.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: MCL, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p>	 Considerable	 Considerable		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.</p> <p>Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.</p> <p>Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.</p> <p>Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. Root Cause: Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.</p> <p>Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. Root Cause: Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.</p> <p>Problem Statement 6: Greathouse 5th grade students performed below the state average on the 5th grade Science STAAR with 28% of 5th grade students performing at the Meets level. Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking science standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.</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 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			
Strategy 1: Provide ongoing training for all staff on updated safety protocols, including how to respond to emergencies and manage student safety during transportation transitions. Strategy's Expected Result/Impact: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable		
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Greathouse attendance rate for 23-24 was 94.1%. Root Cause: Insufficient structure on providing education and support for parents as well as ineffective systems in place to improve attendance rate.
Student Learning
Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach. Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. Root Cause: Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Student Learning

Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. **Root Cause:** Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.









Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. **Root Cause:** Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.

Problem Statement 6: Greathouse 5th grade students performed below the state average on the 5th grade Science STAAR with 28% of 5th grade students performing at the Meets level. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking science standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

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.

High Priority
Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
Strategy 1: Greathouse will review all exterior doors of all instructional facilities for compliance with the specifications listed in the Door Components on the MISD tracker before the start of the 2024-25school year and maintain weekly sweeps throughout the school year. Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Greathouse will provide quality training on all safety policies and procedures along with planned, systematic refreshers throughout the school year. Strategy's Expected Result/Impact: 100% of the district's safety policies will be implemented. Staff Responsible for Monitoring: Assistant Principal and Principal Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Greathouse attendance rate for 23-24 was 94.1%. Root Cause: Insufficient structure on providing education and support for parents as well as ineffective systems in place to improve attendance rate.

Student Learning

Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. **Root Cause:** Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 3: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary Math STAAR raw scores in 3rd, 4th, 5th, and 6th grade. **Root Cause:** Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.







Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. **Root Cause:** Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.

Problem Statement 6: Greathouse 5th grade students performed below the state average on the 5th grade Science STAAR with 28% of 5th grade students performing at the Meets level. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking science standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

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			
Strategy 1: Greathouse will implement a culture rubric and provide quality support/training in each area of the rubric. Strategy's Expected Result/Impact: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Greathouse attendance rate for 23-24 was 94.1%. Root Cause: Insufficient structure on providing education and support for parents as well as ineffective systems in place to improve attendance rate.
Student Learning
Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.
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Student Learning
Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. Root Cause: Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.

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>Strategy 1: Greathouse will utilized effective school framework. get better faster strategies, teach like a champion to build capacity within all staff with bite size action steps, coaching/feedback, strategic mini professional development led by Master teacher/admin in each areas.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Greathouse will implement a differentiated coaching model aligned with Teach Like a Champion scope and sequence that provides personalized support based on teachers' experience levels, content areas, and individual needs, ensuring that all teachers receive targeted guidance to enhance instructional practices.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: MCL, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2, 3, 4, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

Problem Statement 2: Greathouse students currently being served under special education services performed below the Greathouse average on Preliminary RLA STAAR raw scores in 3rd, 4th, 5th, and 6th grade. **Root Cause:** Greathouse teams did not have systems in place to support unpacking of standards for internalizing of the TEKS for differentiated instruction at a high level of rigor.

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Problem Statement 4: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary Math STAAR raw scores. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to analyze data and targeted reteach using research based strategies.





Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. **Root Cause:** Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.

Problem Statement 6: Greathouse 5th grade students performed below the state average on the 5th grade Science STAAR with 28% of 5th grade students performing at the Meets level. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking science standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

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			
Strategy 1: Develop and implement clear data sharing protocols that outline how, when, and with whom data is shared. Provide training for staff on these protocols, emphasizing the importance of transparency. Strategy's Expected Result/Impact: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability. Staff Responsible for Monitoring: Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Greathouse will Develop accountability systems that track the follow-up on data-driven decisions and communication efforts. This could include checklists, timelines, and progress reports that are shared with all stakeholders, ensuring that commitments are met and adjustments are made as needed. Strategy's Expected Result/Impact: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Greathouse attendance rate for 23-24 was 94.1%. **Root Cause:** Insufficient structure on providing education and support for parents as well as ineffective systems in place to improve attendance rate.

Student Learning

Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. **Root Cause:** Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.

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Problem Statement 5: Emergent bilingual students performed below the Greathouse average in 3rd grade, 4th grade, 5th grade, and 6th grade on preliminary RLA STAAR raw scores. **Root Cause:** Greathouse teams did not have effective systems in place to support the unpacking of standards for differentiated instruction at a high level of rigor.

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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			
Strategy 1: Develop a storytelling approach that highlights student achievements, teacher innovations, and school milestones. Regularly share these stories through newsletters, social media, and school events to create a compelling narrative of success that resonates with all stakeholders. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 5	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Organize regular events or assemblies to celebrate individual and collective achievements related to school performance and expectations. Public recognition of successes fosters a positive school culture and motivates continued engagement from all stakeholders. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Greathouse attendance rate for 23-24 was 94.1%. Root Cause: Insufficient structure on providing education and support for parents as well as ineffective systems in place to improve attendance rate.
Student Learning
Problem Statement 1: Greathouse performed below the state average on Preliminary RLA STAAR scores in 4th grade. Root Cause: Greathouse did not have effective systems in place at all grade levels to support teachers in effectively unpacking standards, plan lessons at a high level of rigor, analyze data, and effective, targeted reteach.
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