

Castleberry Independent School District
Joy James Academy of Leadership
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Joy James Academy of Leadership is a proud part of the city of Sansom Park and Castleberry ISD.

Our Campus is approximately 90% economically disadvantaged but "advantaged" in many ways with strong partnerships with families and the community.

The following demographic data is based on the 2022/2023 TAPR. The 2023-2024 TAPR has not been released yet.

Campus Demographics	Campus Count	Campus Percent
All Students	446	100%
White	44	9.9%
Hispanic	377	84.5%
Black or African American	9	2.0%
Asian	3	0.7%
American Indian or Alaska Native	1	0.4%
Native Hawaiian or Other Pacific Islander	2	0.4%
Two or More Races	9	2.0%
At-Risk	323	72.4%
Economically Disadvantaged	398	89.2%
Bilingual/ESL	184	41.3%
Special Education	115	25.8%
Gifted and Talented	25	5.6%

*The following chart will be updated with 2023-2024 data when the TAPR is available

Campus Enrollment Data - 6 Year Comparison	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Total Students		446	425	409	482	459

Campus Enrollment Data - 6 Year Comparison	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Early Education		9	0	1	10	5
Pre-Kindergarten		57	53	38	42	38
Kindergarten		63	61	56	66	66
1st Grade		68	56	60	69	63
2nd Grade		60	61	62	65	64
3rd Grade		63	68	63	72	68
4th Grade		66	58	61	71	75
5th Grade		60	67	68	87	80

Demographics Strengths

Attendance dropped in 2023-2024 in spite of an intentional focus on contacting /involving parents and an effective incentive program.

Faculty and staff demographics coincide evenly throughout grade levels including support staff.

Class sizes are increasing throughout the campus with enrollment currently at 446.

JJA houses the District's Special Education Self-Contained Program which is skills-based learning for moderate to severely handicapped or disabled students. This program represents 12% of our overall student population. Of this 12% JJA is not the home campus for approximately 90% of this population.

Our campus has two administrative positions which ensures strong support for our students and staff. JJA has one interventionist and a Campus Academic Leader to guide teachers with instruction and ensure our students achieve success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students identified as needing special education services exceeds the state average (25.1% according to 2022-23 TAPR) and continues to trend upward. 2023-2024 A-F Accountability data is not available yet. **Root Cause:** Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

Problem Statement 2 (Prioritized): According to the 2022-23 TAPR Report, the campus attendance rate is below 95%. 2023-2024 A-F Accountability data is not available yet. **Root Cause:** Not enough parents understand the importance of consistent school attendance nor connect it with current and future academic performance.

Problem Statement 3 (Prioritized): JJA met the TELPAS interim target in 2023-2024, however, long term target was not met. **Root Cause:** There must be an intentional focus on making a year's growth on TELPAS for all students.

Problem Statement 4 (Prioritized): Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Student Learning Summary

At JJA, students are assessed at the beginning of the year, middle of the year, and end of the year to evaluate growth throughout the school year. Teachers use a variety of reading assessments such as HMH baseline screeners, Unit Assessments, CLI Engage (CIRCLE and TXKEA), and MAPS to track student growth throughout the year. For math, teachers use STEMScopes beginning of year screeners and unit assessments, and AMC assessments (K-2) to collect data and track student growth. Students track their own growth in their Leader in Me binders to gauge their own progress toward their goals each week. Teachers meet during PLCs to discuss essential content, plan for Tier 1 and Tier 2 instruction, and plan for incorporating student engagement strategies into daily lessons to ensure student growth. PLCs are designed to be vertically aligned with each grade level to make sure instruction is purposeful and learning is scaffolded. All content must be aligned to grade-level standards and meet district literacy expectations for our students.

Student needs and specific services are monitored and evaluated through the MTSS process. The MTSS process is systematic and supports teachers in identifying students who need tiered small group intervention as well as instructional enhancement for GT services provided by teachers or specialists. MTSS also includes behavior interventions and necessary involvement of JJA's Counselor and Social Worker. Teachers and support staff monitor data to measure student progress toward goals. During follow-up MTSS meetings, progress is discussed and goals are adjusted to support continuous growth. In addition to RTI/MTSS, 504 and ARD meetings are held to set individualized goals for students who receive 504 and Special Education support.

The following data is based on preliminary 2024 A-F Accountability Data:

Reading STAAR 2023-2024, Grades 3-5

Approaches and above- 72% , Meets and above- 43%, Masters- 20%

Math STAAR 2023-2024, Grades 3-5

Approaches and above- 63%, Meets and above- 35%, Masters- 9%

Science STAAR 2023-2024, Grade 5

Approaches and above- 61% , Meets and above- 25%, Masters- 7%

In Spring 2024, the short constructed responses and the extended constructed responses were scored using Artificial Intelligence (AI).

JJA met the TELPAS Interim Target for 2024 based on preliminary A-F Accountability.

Student Learning Strengths

The MTSS process is thorough and student progress is constantly monitored by the teachers involved. Student needs are identified by the students and/or teachers. Special Education students and their teachers have push-in, pull-out, and consultation support throughout the week to ensure their success in the general education classroom.

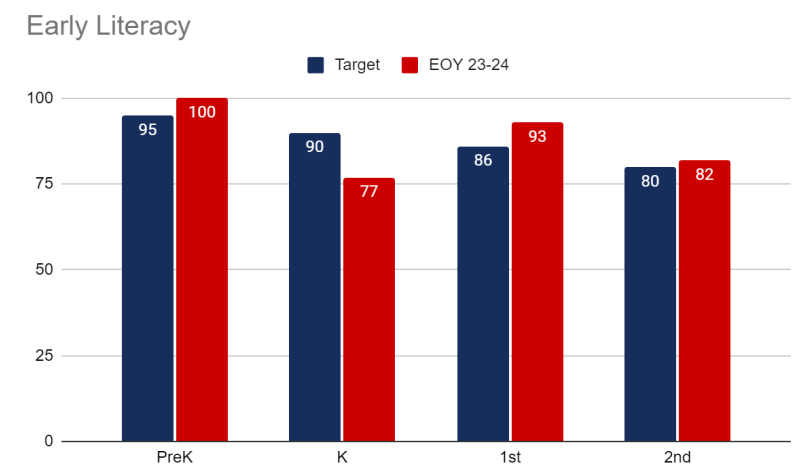
Dyslexia screeners are built into CLI (TXKEA) and MAP Reading Fluency testing to ensure we are identifying students early.

Teachers continued to implement HMH Literacy components with stronger fidelity. Foundational Skills components within the reading block were strengthened and streamlined. All K-2nd grade teachers and campus admin have completed the State's required Reading Academy. All returning PreK teachers have completed the Reading Academy as well.

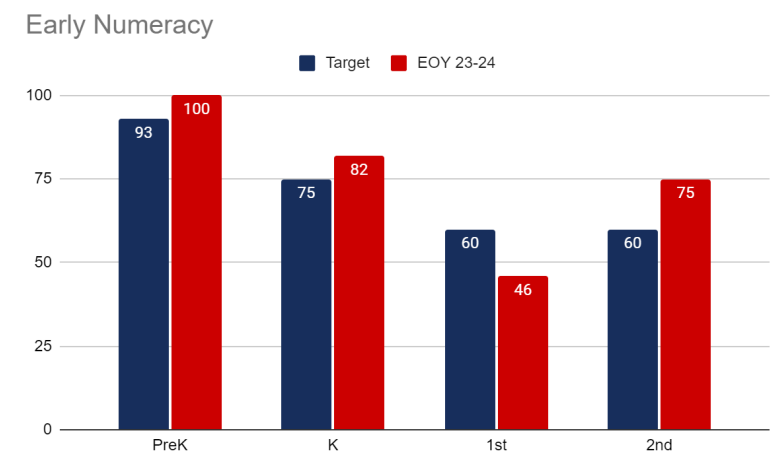
Through our PLCs, grade level data meetings, and MTSS meetings, we were able to analyze data, set personalized goals, and create student-centered action plans quickly and thoroughly. Students have become very involved with this process by identifying personal goals and action plans they have voiced will help them succeed.

Early Literacy data shows great progress was made in most grade levels.

Measured scores in meeting or exceeding reading expectations are as follows for end of year reading testing:



Measured scores in meeting or exceeding expectations are as follows for end of year numeracy testing in StemScopes:



Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills.

Problem Statement 2 (Prioritized): 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards

Problem Statement 3 (Prioritized): A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. **Root Cause:** Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 4 (Prioritized): The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement. **Root Cause:** Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks

Problem Statement 5 (Prioritized): There is a disconnect between formative assessment data and Unit Assessments data in which Unit Assessments results are most often lower than predicted. **Root Cause:** Teachers need to strengthen their ability to utilize formative data and interventions similar to the process of 'Conceptual Refinement'. Earlier and more targeted interventions must occur.

Problem Statement 6 (Prioritized): 5.6% of students at JJA receive gifted and talented services versus 8.2% at the state level. **Root Cause:** Need to increase professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability.

Problem Statement 7 (Prioritized): STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 8 (Prioritized): STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9 (Prioritized): STAAR 5th Grade Science performance is 25% meets, and 7% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular:

Our campus ensures that teachers have the materials, resources, and training they need to create a successful, equitable classroom for all students. Programs such as GT, Dyslexia, Special Education, ESL, and RTI(MTSS) provide us with supports for meeting our goal of equity for all students and with determining students' academic needs, monitoring academic progress, and implementing strategies for student success. Progress is monitored frequently to ensure all children receive the supports needed to be successful. The GT pull-out Program has focused on assisting students with achieving at the Masters level.

Goal setting and tracking are a priority at JJA. We recognize that students are an important part of the process. We guide students in creating their personal "action plans" based on the goals they identified. This is proving to be successful when students identify and "chunk" their targets.

MTSS and Reading Intervention specifically target the academic and SEL/Behavioral needs of our At-Risk populations. Students' reading abilities are increasing in all grade levels. The MTSS processes are effective for academic needs and are improving slightly in the area of SEL support for our students and teachers. The scope of behaviors at JJA has increased in severity with students identified as Emotionally Disabled. All tier III students receive Tier I instruction from their classroom teacher, small group intervention in their classroom, and intensive intervention with the reading specialist on campus. The MTSS committee collaborates to discuss students' strengths and weaknesses. The majority of the students referred for a special education evaluation have qualified. The MTSS committee increased the focus on behavior this year with much success. Teachers and students were given more strategies and support.

JJA teachers are working hard to provide engaging lessons that are data-driven, involve critical thinking skills, foster creativity, and ensure all learners are able to access the curriculum effectively. Consistent coaching and embedded professional learning have increased teacher efficacy. Student efficacy is also being developed as TIER I instruction strengthens. The campus initiative on Accelerated Learning has made a positive impact. Instructional supports for teachers to use with students are provided to teachers through PLCs and campus professional learning. Additional supports for students include Brain Pop, StemScopes, Imagine Math, IXL, Amira, and Progress Learning.

Personnel:

Embedded professional learning is consistently available to teachers through PLCs and regularly through faculty meetings and PL days. In addition, the district provides professional learning through district PL days, online opportunities, instructional coaches, and after-school PLCs. New teachers receive additional training during new teacher week and added support throughout the year from campus-assigned mentors and district coaches.

Programs and Services:

JJE is a 5th year Leader In Me School (LIM). LIM is a research-validated comprehensive process designed to address social and emotional needs, college and career readiness, and the development of a strong leadership culture. Our LIM process combines paradigms and practices based on the 7 Habits of Highly Effective People and these 5 Core Paradigms: 1. Everyone can be a leader, 2. Everyone has genius, 3. Change starts with me, 4. Educators empower students to lead their own learning, and 5. Develop the whole person. This year there was a stronger focus on the 5 paradigms: 1. Everyone has Genius. 2. Everyone is a Leader 3. Change starts with me. 4. Educators empower students to lead their own learning. 5. Develop the whole person

MRA results from Leader In Me showed great gains this year! In Leadership (Student/Family Leadership Engagement) we went from 75 to 80 in Culture (Supporting Learners/Leaders), we went from 74 to 81, and in Academics(Empowering Learners), we went from 72 to 77. According to the MRA (Leader In Me program evaluation system), JJE is highly effective in making parents feel welcome, communicating in languages they understand, involving parents in school activities, and providing opportunities with no perceived inequality. Student leadership, as a whole, is an area of needed growth. As a result, Student Led Achievement and Growth Mindset also fall into the Needs Improvement category. We need more student-centered lesson planning featuring student collaboration and student-led learning activities. In addition, our students need more opportunities for public speaking, decision-making, empowerment, and building self-efficacy. Enhancing student leadership opportunities will lead to more students feeling empowered, increased student engagement, a strong sense of self-worth, and motivation to actively pursue academic achievement.

There are a variety of special programs offered that align with our vision, mission, goals, and values including: Student Leadership Action Teams and Family Engagement events and training. Student clubs and after school clubs partnered with ACE Afterschool Program include: Running Club, Girls who Code, Good News Club, Gardening Club, Little Lions, Late Night at the Library, Choir Club, Art Club, and district and grade level art shows and music programs. These programs offer a safe environment for students to explore areas of interest. High expectations are placed on the participants in the areas of behavior and participation that align with our Leader in Me initiatives. All clubs and events promote leadership and healthy social/emotional habits such

as Synergize, Sharpen the Saw, and Think Win-Win. Each program, club, or event also has community service components. "Others first" is a mindset we have adopted and are instilling in our students, families, and staff.

School Processes & Programs Strengths

JJA maximizes instructional time with our use of PLC, planning periods, tutorials, GT programs, and Action Teams. Strategically incorporating these programs allows us to make the best use of our instructional time as well as provide a cohesive interdependence.

In comparison to Leader In Me international scoring of Lighthouse Schools, who have on average been a LIM school for 5+ years. JJE continues to perform in the top percentage of LIM schools. The LIM consultant stated she had never seen such great gains in a year span as we had during the 21-22 year.

Technology continues to be a strength of the district and our campus. 3rd-5th Teachers continue to effectively use Canvas and other programs to maintain instructional communication with students and parents whether the efforts were reciprocated or not. Other programs being utilized offer teachers "real time" feedback for instructional guidance.

JJA piloted the full version of ParentSquare in 2023-24 school year. Campus wide newsletters and communication pieces were sent home using ParentSquare. Classroom teachers also implemented the communication program from the classroom level, and utilized it to communicate with the parents of students in their class, both as a group and individually. Staff as a whole felt that Parent Square made communicating with families easier and more streamlined. 100% of our families are enrolled in ParentSquare.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the general education classroom setting.

Problem Statement 2 (Prioritized): The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. **Root Cause:** Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.

Problem Statement 3 (Prioritized): Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture. **Root Cause:** While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.

Problem Statement 4 (Prioritized): There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Problem Statement 5: On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. **Root Cause:** Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.

Perceptions

Perceptions Summary

JJA understands the importance of the role all stakeholders play in our students' success. The voices of students, parents, and staff are heard and acted upon. We collect data through district and campus committees, planning teams, and surveys including: District/Campus satisfaction surveys and Leader In Me program effectiveness assessments (Measurable Results Assessment--conducted by the Franklin Covey Organization).

Joy James Academy of Leadership, as the sole public school campus in the City of Sansom Park, receives ample support from the community, including the Sansom Park Police, Fire department, and local businesses. The Mayor and City Manager of Sansom Park have participated as a member of our school-based decision-making (SBDM) committee, along with other community members, creating a bond with the school and city.

JJA parents are a strong part of our campus culture. One way that JJA engages parents in the education of their children is providing academic expectations and student goals at the beginning of the year during our Academy Kickoff. Throughout the year we host student-led conferences during which students explain to their parents their goals and progress in reaching them. Parents are able to ask questions and look at data as their child leads them through leadership portfolios. According to the latest survey, JJA was recorded as highly effective in creating an environment that is welcoming to parents and community. A significant part in maintaining involvement is quality communication, which is an area of strength. JJA utilizes Facebook, the district and campus websites, and Parent Square. Information is consistently given in both English and Spanish to accommodate both language speakers.

The addition of a campus social worker continues to increase parent, student, and family engagement in meaningful ways that support the family system as a whole. The majority of our parents are Hispanic with at least one elementary-aged child. They express being highly satisfied with the education their child receives and 91% would recommend JJA to other parents looking for a school for their child. The parents gave the school a high rating in the quality of many areas; including classrooms, library, and school personnel. While there is always room for improvement, JJA has continuously excelled in parent and community engagement.

According to the staff surveys, the teachers at Joy James are fulfilled by this career and the environment they work in. On the district survey 100% of the new teachers reported being supported in their work environment and indicated there is effective leadership at JJA. On the LIM results assessment, 87% of staff members feel empowered to educate and develop leaders through academics and they are encouraged to take the lead on school-improvement efforts by taking risks and proposing new ideas. All staff are encouraged to propose innovative ideas and feel as if it is a group effort to improve the environment, not just the job of our administrators. The teachers at Joy James feel responsible for the learning of all students and they take responsibility when their students fail. Our teachers work together closely through PLCs, co-teaching, and other collaboration platforms. Administrators encourage the teachers to be leaders, grow in their field, and become masters of their craft.

The lowest area on our 2023 LIM results assessment was with self-efficacy, specifically a belief that they can get past things that interfere with them meeting their goals. They indicated they have a difficult time prioritizing and making a plan when struggling. Questions are analyzed and LIM Action teams develop and implement campus activities to address these areas.

Perceptions Strengths

Strong public relations and community support

Strong parental/guardian relationships with teachers and campus admin

Multiple surveys and assessments conducted throughout the year to obtain well rounded data covering all areas of education from sources including Students, Parents, Community, Teachers, and Administrators

Strong Grade level teaching teams that collaborative and always focus on students

Student ownership in their education is growing and leadership qualities are more prevalent each year

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The current campus attendance rate is below 95%. **Root Cause:** Some parents do not understand the importance of consistent school attendance.

Problem Statement 2 (Prioritized): Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. **Root Cause:** Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

Problem Statement 3 (Prioritized): There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. **Root Cause:** We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Problem Statement 4: PLCs were occasionally cancelled during the 2023-2024 school year. **Root Cause:** There was a low sub fill rate on high absence days.

Priority Problem Statements

Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24.

Root Cause 1: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24.

Root Cause 2: Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to the 2022-23 TAPR Report, the campus attendance rate is below 95%. 2023-2024 A-F Accountability data is not available yet.

Root Cause 3: Not enough parents understand the importance of consistent school attendance nor connect it with current and future academic performance.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics.

Root Cause 4: Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals.

Root Cause 5: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment.

Root Cause 6: We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The number of students identified as needing special education services exceeds the state average (25.1% according to 2022-23 TAPR) and continues to trend upward. 2023-2024 A-F Accountability data is not available yet.

Root Cause 7: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

Problem Statement 7 Areas: Demographics

Problem Statement 8: JJA met the TELPAS interim target in 2023-2024, however, long term target was not met.

Root Cause 8: There must be an intentional focus on making a year's growth on TELPAS for all students.

Problem Statement 8 Areas: Demographics

Problem Statement 9: The current campus attendance rate is below 95%.

Root Cause 9: Some parents do not understand the importance of consistent school attendance.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed.

Root Cause 10: Necessary treatment is outside the scope of what can be provided in the general education classroom setting.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement.

Root Cause 11: Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks .

Problem Statement 11 Areas: Student Learning

Problem Statement 12: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds.

Root Cause 12: Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: 5.6% of students at JJA receive gifted and talented services versus 8.2% at the state level.

Root Cause 13: Need to increase professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet.

Root Cause 14: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet.

Root Cause 15: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: STAAR 5th Grade Science performance is 25% meets, and 7% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet.

Root Cause 16: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture.

Root Cause 17: While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.

Root Cause 18: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet.

Root Cause 19: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 19 Areas: Demographics

Problem Statement 20: There is a disconnect between formative assessment data and Unit Assessments data in which Unit Assessments results are most often lower than predicted.

Root Cause 20: Teachers need to strengthen their ability to utilize formative data and interventions similar to the process of 'Conceptual Refinement'. Earlier and more targeted interventions must occur.

Problem Statement 20 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 1: Joy James will increase in the overall "meets" performance level to 60% on the 2024-25 A-F Accountability Ratings

High Priority

HB3 Goal

Evaluation Data Sources: Student and Teacher Portfolios, Unit Assessments, Benchmarks, STAAR,

Strategy 1 Details	Reviews			
Strategy 1: Improve the effectiveness of Professional Learning Communities (PLCs) by working collaboratively to break down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding. Strategy's Expected Result/Impact: More effective PLCs, increased effectiveness of instruction, increased student performance Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Campus Principal, Campus Academic Leader Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8, 9	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Curriculum Coordinators and Campus Academic Leaders will provide overviews of guiding documents, pacing calendars, and district created assessments aligned to STAAR format along with answering questions regarding upcoming instructional units during PLCs. Strategy's Expected Result/Impact: Growth in campus data and student performance on STAAR Staff Responsible for Monitoring: TLI Department, Campus Academic Leader, Campus Administration, Teachers Results Driven Accountability Problem Statements: Student Learning 1, 2, 3, 7, 8, 9 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a Lesson Internalization Framework to be utilized by 100% of educators. Strategy's Expected Result/Impact: More targeted lesson internalization, improved Tier 1 instruction, increased student achievement Staff Responsible for Monitoring: Superintendent, Executive Director of Educational Leadership, Teaching, Learning, and Innovation Department, Principal, Assistant Principal, Campus Academic Leader Problem Statements: Student Learning 1, 2, 3, 7, 8, 9	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement a TEKS Breakdown Process to be utilized during Professional Learning Communities to increase teachers' knowledge and understanding of essential standards and learning targets tested. Strategy's Expected Result/Impact: Increased educator knowledge of highly tested TEKS Staff Responsible for Monitoring: Superintendent, Executive Director of Educational Leadership, Teaching, Learning, and Innovation Department, Principal, Assistant Principal, Campus Academic Leader Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8, 9 Funding Sources: - 199 - General Fund, - 215 - Title I, Part D, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Collaborate with the district to provide High Quality Instructional Materials, resources, and professional learning for all content areas to support student performance and growth. Strategy's Expected Result/Impact: Growth in campus data and student performance Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principal, Assistant Principal, Campus Academic Leader, Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3, 7, 8, 9 Funding Sources: - 410- IMA, - 211 - Title I, Part A, - 255 - Title II, Part A TPTR, - 215 - Title I, Part D, - 199 - General Fund, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Collaborate with the district to implement a comprehensive professional learning plan that effectively addresses the specific needs and goals identified by teachers and administration during data walks, T-TESS, professional learning communities, instructional rounds, progress monitoring, and other assessments of instructional practices. Strategy's Expected Result/Impact: Growth in campus data and student performance Staff Responsible for Monitoring: GT Coordinator, Principal, Campus Academic Leader Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3, 7, 8, 9 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Collaborate as Teaching, Learning, and Innovation and Campus Academic Leaders provide teachers with specific guidelines and professional learning support for Lesson Internalization and Breaking Down the TEKS. Strategy's Expected Result/Impact: Students will connect and retain concepts learned, increase in student achievement on assessments Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principal, Campus Academic Leader Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 4, 7, 8, 9	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Collaborate with Teaching, Learning, and Innovation and Campus Academic Leaders to support teachers in increasing the exposure to the various ways content is tested on the redesigned STAAR test which will provide a deeper understanding of content to equip students with the information necessary for student growth. Strategy's Expected Result/Impact: Increased student performance on STAAR Staff Responsible for Monitoring: Content Coordinators, Campus Academic Leader, Instructional Coaches Problem Statements: Demographics 4 - Student Learning 7, 8, 9 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - TEA Strong Foundations Grant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Support the Reading Language Arts Coordinator with job-embedded professional learning and coaching on a new Kindergarten-12th Grade vertically aligned writing process is provided. Strategy's Expected Result/Impact: Growth in STAAR writing scores; student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers Staff Responsible for Monitoring: English Language Arts and Reading Coordinators, Campus Academic Leader, Instructional Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 1, 3, 8 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Collaborate with the Math Coordinator and support the implementation and utilization of a district-wide method for analyzing and interpreting problem solving in math. Strategy's Expected Result/Impact: Growth in campus data and student performance on math assessments Staff Responsible for Monitoring: Math Coordinator, Principal, Campus Academic Leader Problem Statements: Demographics 4 - Student Learning 2, 7	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: In collaboration with the Math Coordinator, support the increase in focus on hands on learning through the use of mathematical manipulatives to balance conceptual understanding, procedural skill, and fluency as outlined in the guiding documents. Strategy's Expected Result/Impact: Students will develop a concrete understanding of advanced mathematical concepts to better connect to abstract, increase in student achievement on assessments Staff Responsible for Monitoring: Math Coordinator, Principal, Campus Academic Leader, and Instructional Coaches Problem Statements: Demographics 4 - Student Learning 2, 7 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - TEA Strong Foundations Grant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Collaborate with the Science department to implement and support the utilization of methods for analyzing and interpreting science problems (Example: RUBIES) Strategy's Expected Result/Impact: Growth in campus data and student performance on science assessments Staff Responsible for Monitoring: Science Coordinator, Principal, Campus Academic Leader Title I: 2.4, 2.6 Problem Statements: Student Learning 9 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - 215 - Title I, Part D	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Collaborate with the district to strengthen instructional coaching and job-embedded professional learning opportunities on effective instructional strategies within Tier I instruction. Strategy's Expected Result/Impact: Increased student engagement and achievement Staff Responsible for Monitoring: Content Coordinators, Principal, Assistant Principal, Campus Academic Leader, Instructional Coaches Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8, 9	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
Strategy 14: Following the district T-TESS timeline, JJA will evaluate 100% of teachers using the T-TESS rubric and provide targeted support and professional learning opportunities to improve teacher effectiveness based on identified areas of improvement. Strategy's Expected Result/Impact: Increased teacher effectiveness, Improve feedback from T-TESS Evaluators Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principal, Assistant Principal Problem Statements: Student Learning 1, 2, 3, 7, 8, 9	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Implement a standardized data walk form, ensuring its utilization by 100% of administrators to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes. Strategy's Expected Result/Impact: Improved Tier I Instruction, Increased student achievement Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principal, Assistant Principal Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8, 9	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: JJA will participate in the Effective Schools Framework Grant partnership with Region XI who will provide training on observation and feedback through Texas Instructional Leadership. Strategy's Expected Result/Impact: More effective feedback provided to teachers, increased teacher performance Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principal, Assistant Principal, Campus Academic Leader Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8, 9	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: The campus will provide TEKS-aligned online resources including but not limited to IXL, AMIRA, and Writeable, materials, and professional learning for all content areas to support student performance and growth. Strategy's Expected Result/Impact: Growth in campus data and student performance Staff Responsible for Monitoring: Principal, Campus Academic Leader Problem Statements: Student Learning 1, 2, 7, 8	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills.

Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards

Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. **Root Cause:** Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 4: The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement. **Root Cause:** Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks .

Problem Statement 7: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 8: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9: STAAR 5th Grade Science performance is 25% meets, and 7% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 2: Joy James will increase Academic Growth to 85% on the 2024-25 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: Unit Assessments, Benchmarks, Student Artifacts, Student Portfolios, STAAR

Strategy 1 Details	Reviews			
Strategy 1: JJA will increase student enrollment and community partnerships in ADSY and ACE (21st Century Grant) programs to provide accelerated instruction, credit recovery, and enrichment opportunities afterschool, on Saturdays, in the summer. Strategy's Expected Result/Impact: Support student growth and increase student achievement Staff Responsible for Monitoring: Executive Director of Executive Leadership, ACE Program Manager, Principal, Campus Academic Leader, ACE Site Coordinator Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 4, 7, 8, 9 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 199 - General Fund: State Compensatory Ed	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: JJA will support teachers with implementing student data tracking, goal setting with supplemental supports, and student reflection on their learning. Strategy's Expected Result/Impact: Students will build self reflection, efficacy, and ownership in their learning Staff Responsible for Monitoring: Principal, Campus Academic Leader Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8, 9 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Campus Academic Leader will utilize MAP reports to plan and monitor Tier II and III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings. Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions, Growth in skills leading to increases in reading, math and science scores Staff Responsible for Monitoring: Principal, Campus Academic Leader Problem Statements: Student Learning 4, 7, 8, 9 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Support Gifted and Talented Department as they provide ongoing training to core content teachers on developing rigor and higher order thinking skills through Tier 1 instruction and lesson extensions that provide depth, complexity, and challenge. Strategy's Expected Result/Impact: Teachers will provide engaging learning extensions and enrichment opportunities for students Staff Responsible for Monitoring: Principal, Gifted and Talented Coordinator, Campus Academic Leader Problem Statements: Student Learning 3, 6, 7, 8, 9 Funding Sources: - 199 - General Fund: Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Collaborate with the Gifted and Talented Coordinator to provide extra-curricular clubs, field experiences, and culturally-diverse community engagement opportunities both on-site and off-site (examples: field trips, assemblies, community mentors/guest speakers, virtual field trips, etc.). Strategy's Expected Result/Impact: Multiple enrichment opportunities for advanced learners to build connections and expand content knowledge in specific areas of interest Staff Responsible for Monitoring: CTE Director, Principal, Gifted and Talented Coordinator, Campus Academic Leader, Associate CCMR Advisor Problem Statements: Student Learning 3, 6, 7, 8, 9 Funding Sources: - 199 - General Fund: Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Teachers and administrators will use STAAR, MAP data, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, IXL data, and AMIRA data to drive instruction and tiered intervention. Strategy's Expected Result/Impact: Improvement in Tier I instruction and the MTSS process Staff Responsible for Monitoring: Principals, Campus Academic Leaders Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 4, 7, 8, 9 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 255 - Title II, Part A TPTR		Formative			Summative
		Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Student Learning
Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. Root Cause: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. Root Cause: Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. Root Cause: Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels. Problem Statement 4: The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement. Root Cause: Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks . Problem Statement 6: 5.6% of students at JJA receive gifted and talented services versus 8.2% at the state level. Root Cause: Need to increase professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability. Problem Statement 7: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. Root Cause: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 8: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9: STAAR 5th Grade Science performance is 25% meets, and 7% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

School Processes & Programs

Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. **Root Cause:** Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 3: For JJA, all subpopulation indicators will meet the interim academic target of 3 in Closing the Gaps on the 2024-25 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

High Priority

Evaluation Data Sources: Unit Assessments, Benchmarks, Student Artifacts, Portfolios, Progress monitoring data sheets
A-F Accountability Report Card

Strategy 1 Details	Reviews			
Strategy 1: Collaborate withTeaching, Learning, and Innovation to support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes. Strategy's Expected Result/Impact: Increase in STAAR reading and amth scores Staff Responsible for Monitoring: Teaching, Learning and Innovation Department, Special Programs Department, Principal, Assistant Principal, Campus Academic Leader, Interventionist, Teachers Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 4, 7, 8 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D, - 255 - Title II, Part A TPTR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By utilizing data from campus data walks, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 24-25 school year. Strategy's Expected Result/Impact: Increase in reading scores, increase in math scores, increase in SpEd scores, closing gaps in learning Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Special Programs Department, Principal, Assistant Principal, Teachers Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8 Funding Sources: - 224 - IDEA B, Special Education	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills.

Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards

Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. **Root Cause:** Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 4: The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement. **Root Cause:** Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks .

Problem Statement 7: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 8: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 4: Overall Goal: College, Career, and Military (CCMR) Readiness measure will increase 100% on the 2024-25 A-F Accountability Ratings.

Evaluation Data Sources: CCMR Spreadsheet and Data Suite

Strategy 1 Details	Reviews			
Strategy 1: Students will continue to develop and demonstrate self-management, self-awareness, social-awareness, interpersonal, and decision-making skills through implementation of The Leader In Me social emotional learning program. Strategy's Expected Result/Impact: Decreased discipline referrals Increase in students using appropriate social skills outside of school Staff Responsible for Monitoring: Counselor, Teachers, Campus Administration Title I: 2.5 Problem Statements: Demographics 2 - School Processes & Programs 1, 2, 4 - Perceptions 1, 3 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide classroom instruction, extra-curricular programs, and various campus project based learning opportunities that promote community and global connectedness. Strategy's Expected Result/Impact: Increase in relevant instructional activities which engage students Increase in students using appropriate social skills outside of school Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, Social Worker, Librarian, ACE Site Coordinator, Teachers Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - School Processes & Programs 1, 2, 4 - Perceptions 1, 3 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Highlight college, career and military awareness opportunities at nine weeks assemblies, monthly District activities, and on campus Career Day. Strategy's Expected Result/Impact: Increased awareness of future opportunities Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, Social Worker, Librarian, ACE Site Coordinator, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2, 4 Funding Sources: Campus budget - 461 - Campus Activity Fund		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: According to the 2022-23 TAPR Report, the campus attendance rate is below 95%. 2023-2024 A-F Accountability data is not available yet. Root Cause: Not enough parents understand the importance of consistent school attendance nor connect it with current and future academic performance.
School Processes & Programs
Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the general education classroom setting. Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines. Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.
Perceptions
Problem Statement 1: The current campus attendance rate is below 95%. Root Cause: Some parents do not understand the importance of consistent school attendance. Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. Root Cause: We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 5: Four year graduation rate will increase to 98% in Closing the Gaps, meeting the long term target of 4 on the 2024-25 A-F Accountability Ratings.

Evaluation Data Sources: Leaver Tracking Notebook

Strategy 1 Details	Reviews			
Strategy 1: All students will take an active role in achieving and demonstrating competency in their personal learning goals throughout the year. Strategy's Expected Result/Impact: Increased instructional effectiveness Student tracking of personal progress with data notebooks, student electronic portfolios, student blogs, and student "Leader In Me" journals/materials Higher student performances in class and on all assessments Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers, Students ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Learning 1, 2, 3, 7, 8, 9 - School Processes & Programs 2, 4 - Perceptions 1, 3 Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide attendance incentives throughout the year for all grade levels. Strategy's Expected Result/Impact: Increased attendance rates. Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Teachers Problem Statements: Demographics 2 - Perceptions 1, 2 Funding Sources: - 461 - Campus Activity Fund, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school. Strategy's Expected Result/Impact: Increase attendance percentages at each campus, decrease dropout rate Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Attendance Clerk ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: - 199 - General Fund, - 215 - Title I, Part D		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: According to the 2022-23 TAPR Report, the campus attendance rate is below 95%. 2023-2024 A-F Accountability data is not available yet. Root Cause: Not enough parents understand the importance of consistent school attendance nor connect it with current and future academic performance. Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Student Learning
Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. Root Cause: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. Root Cause: Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. Root Cause: Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels. Problem Statement 7: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. Root Cause: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 8: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9: STAAR 5th Grade Science performance is 25% meets, and 7% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

School Processes & Programs

Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. **Root Cause:** Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.

Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Perceptions

Problem Statement 1: The current campus attendance rate is below 95%. **Root Cause:** Some parents do not understand the importance of consistent school attendance.

Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. **Root Cause:** Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. **Root Cause:** We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 6: Emergent Bilinguals will meet the long-term interim target of 55% for English Language Proficiency, resulting in a 4-point score in Closing the Gaps on the 2025 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: TELPAS, writing benchmarks, Unit Tests

Strategy 1 Details	Reviews			
Strategy 1: Bilingual teachers will implement the English Language Development curriculum daily to increase the students' English skills in reading, writing, speaking, and listening. Strategy's Expected Result/Impact: Students will make progress in language acquisition as measured by TELPAS resulting in an increase in student reclassification Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Bilingual coach, Bilingual teachers Problem Statements: Demographics 3 Funding Sources: - 263 - Title III, LEP, - 199 - General Fund: Bilingual Allotment	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide students online practice for listening and speaking using a headphone with microphone to prepare our students for the online TELPAS assessment. Strategy's Expected Result/Impact: Increased performance on listening and speaking sections on TELPAS Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Bilingual/ESL coach, Bilingual/ESL teachers Problem Statements: Demographics 3 Funding Sources: - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will collaborate with the Emergent Bilingual department to incorporate content-based TELPAS item types into teacher created Checks for Understanding. Strategy's Expected Result/Impact: Student progress in language acquisition as measured by TELPAS, increased teacher capacity to facilitate proficiency level growth of Emergent Bilingual students Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialists Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 3: JJA met the TELPAS interim target in 2023-2024, however, long term target was not met. **Root Cause:** There must be an intentional focus on making a year's growth on TELPAS for all students.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 1: Provide regular updates to stakeholders about progress, changes, and important events along with opportunities for stakeholders to provide feedback.

Evaluation Data Sources: Parent Square, Social Media Analytics

Strategy 1 Details	Reviews			
Strategy 1: 100% of JJA teachers will utilize ParentSquare to communicate with parents. Strategy's Expected Result/Impact: Increased community and parent awareness, support and involvement Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers Problem Statements: Demographics 2 - Perceptions 1, 2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During Meet the Teacher, establish two way communication with parents including supporting parents with becoming proficient with ParentSquare and becoming and observer in Canvas. Strategy's Expected Result/Impact: Increased academic partnerships with parents Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Social Workers, Teachers Problem Statements: Demographics 2 - Perceptions 1, 2 Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: JJA will utilize communication through Parent Square for weekly staff newsletters and bi-weekly Parent Newsletters to communicate and encourage family participation/awareness of events, activities, academics, and important information. Strategy's Expected Result/Impact: Increased family engagement, increased teacher awareness of expectations, streamlined communication Staff Responsible for Monitoring: Principal Problem Statements: Demographics 2 - School Processes & Programs 2, 4 - Perceptions 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: According to the 2022-23 TAPR Report, the campus attendance rate is below 95%. 2023-2024 A-F Accountability data is not available yet. Root Cause: Not enough parents understand the importance of consistent school attendance nor connect it with current and future academic performance.
School Processes & Programs
Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines. Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.
Perceptions
Problem Statement 1: The current campus attendance rate is below 95%. Root Cause: Some parents do not understand the importance of consistent school attendance. Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. Root Cause: Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through. Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. Root Cause: We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 2: Foster collaboration and communication between teachers, students, and parents on student progress through both personal conversations, digital tools, and platforms that enable real-time communication and feedback.

Evaluation Data Sources: Parent Square Reports, Communications Survey

Strategy 1 Details	Reviews			
Strategy 1: Continue to increase awareness and community partnership through participation in campus service projects that promote interdependence and appreciation for all stakeholders. Strategy's Expected Result/Impact: Increased community and parent awareness, support and involvement Staff Responsible for Monitoring: Counselor, Social Worker, ACE Site Coordinator, Teachers Problem Statements: Perceptions 2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the effectiveness of using surveys to gather parent feedback for the purpose of driving REAL Family Engagement in extracurricular activities and campus events. Strategy's Expected Result/Impact: Increased participation in REAL Family Engagement extra-curricular activities and events. Staff Responsible for Monitoring: Principals, Social Worker, Counselor, Light House Team Problem Statements: School Processes & Programs 3 - Perceptions 2 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture. Root Cause: While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.

Perceptions

Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. **Root Cause:** Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 3: Increase attendance to above 95% through timely effective communication.

Evaluation Data Sources: Weekly ADA Reports, Absence Occurrence Reports, Attendance Notes Reports, Truancy Prevention Measure Reports

Strategy 1 Details	Reviews			
Strategy 1: Consistently implement the campus attendance plan including individual, grade level, and campus trackers. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Campus Academic Leader, Social Worker, Attendance Clerk, District Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A, - 215 - Title I, Part D	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: JJA will follow the District's truancy guidelines, including the distribution of attendance warning letters, 90% letters, and Truancy Prevention Measures Strategy's Expected Result/Impact: Increase parent awareness about 90% attendance requirements Staff Responsible for Monitoring: Assistant Principal, teachers, attendance clerk Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize the Student Advocate Specialist to develop consistent communication and support between classroom teachers and families. Strategy's Expected Result/Impact: Increased attendance, fewer families needing truancy prevention measures, stronger school-parent partnerships Staff Responsible for Monitoring: District Student Advocate Specialist, Social worker, Assistant Principal, Attendance Clerk ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Ensure 100% of Skyward student records show accurate attendance records (to include students who receive outside services). Strategy's Expected Result/Impact: Increased accuracy of Skyward records Staff Responsible for Monitoring: Principals Assistant Principal Attendance Clerk Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: According to the 2022-23 TAPR Report, the campus attendance rate is below 95%. 2023-2024 A-F Accountability data is not available yet. Root Cause: Not enough parents understand the importance of consistent school attendance nor connect it with current and future academic performance.
Perceptions
Problem Statement 1: The current campus attendance rate is below 95%. Root Cause: Some parents do not understand the importance of consistent school attendance.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 4: Increase the quality of parent and family engagement by ensuring that all engagement events include a minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships & Leadership) engagement criteria.

Evaluation Data Sources: ParentSquare Posts/Advertisements of Events

Attendance sign-in sheets

Surveys - Feedback from parents

Strategy 1 Details	Reviews			
Strategy 1: JJA will partner with ACE to increase REAL Family Engagement participation by offering programs, training opportunities, and experiences that develop partnerships with parents leading to increased student success with academics, behavior, and social emotional learning. Strategy's Expected Result/Impact: Increased parent engagement, increased student success Staff Responsible for Monitoring: Executive Director of Educational Leadership, ACE Program Director, ACE Program Specialist, Principal, Counselor Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8, 9 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support Parents as their Child's First Teacher by collaborating with the Early Literacy department to offer training, resources, and materials for parents of incoming Pre-Kindergarten students. Strategy's Expected Result/Impact: Stronger academic transition from prekindergarten to elementary school, Increased parent understanding of supporting students with at-home learning Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader Problem Statements: Student Learning 1 - Perceptions 2 Funding Sources: - 211 - Title I, Part A, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Through REAL Family Engagement events, provide information and resources to parents that support student academic, behavioral, and social emotional well-being including but not limited to goal setting, data tracking and action plan developing with students, accessing assessment results, interpretation of the results, explanation of TEKS, demonstrations of rigor in English and in Spanish, behavior management, internet and social media safety, Human trafficking, tools for parents to use at home, resources in the community, and homework support. Strategy's Expected Result/Impact: Increased academic partnerships with families; Increased parent knowledge of state assessments, increased parent understanding of supporting students with at-home learning, increased student state assessment scores Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, Social Worker, Teachers Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8, 9 - Perceptions 2 Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A, - 215 - Title I, Part D		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Support early literacy for Pre-Kindergarten students and families through programs such as Books and Bytes, Mo Bus campus visits, Bella (Botanical Gardens Outreach), and Little Lions. Resources and home activities will be shared to support literacy development. Families will be able to choose free books to add to their student's home library. Strategy's Expected Result/Impact: Increased family engagement, Increased familiarity with school culture, Improved early literacy skills Staff Responsible for Monitoring: Librarians Problem Statements: Student Learning 1 - Perceptions 2 Funding Sources: - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Incorporate survey findings from the Leader In Me, Measurable Results Assessment, into the campus Family Engagement Plan. Strategy's Expected Result/Impact: Increased parent involvement, stronger school-parent partnerships, satisfied families, Increased percentage of students achieving academic and social emotional learning goals Staff Responsible for Monitoring: Campus Admin Team, Campus Lighthouse Team, Teachers, Counselor, Social Worker Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 1, 2, 4 - Perceptions 2 Funding Sources: Student Materials, Parent Materials, Counselor Guidance Materials - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Promote awareness and training for maintaining socially healthy relationships on campus, at home, and in our community environment through implementation of the 7 Habits and the Leader In Me. Strategy's Expected Result/Impact: Increased social and emotional well being of students Increased behavioral partnerships with families Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Social Worker, Teachers Problem Statements: School Processes & Programs 1, 2, 4 - Perceptions 2, 3 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills.

Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards

Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. **Root Cause:** Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 7: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 8: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9: STAAR 5th Grade Science performance is 25% meets, and 7% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

School Processes & Programs

Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the general education classroom setting.

Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. **Root Cause:** Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.

Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Perceptions

Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. **Root Cause:** Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. **Root Cause:** We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 5: Promote and maintain a healthy environment that fosters physical, mental and social and emotional wellness at school and district events for all students, staff and the community on a daily basis.

Strategy 1 Details	Reviews			
Strategy 1: Promote awareness and training for maintaining socially healthy relationships on campus, at home, and in our community environment through engagement activities that educate all stakeholders on the processes of Leader In Me. Strategy's Expected Result/Impact: Improved social and emotional well being of students and families Staff Responsible for Monitoring: Principal, Lighthouse Team, Counselor, Social Worker Problem Statements: School Processes & Programs 1, 2, 4 - Perceptions 2, 3 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide family-to-family, personal and small group family sessions through the Family Resource Room that facilitate positive family interactions and equip parents with resources to support appropriate behavior, enhance and extend learning in the home. Strategy's Expected Result/Impact: Improved social and emotional well being of students and families Staff Responsible for Monitoring: Principal, Lighthouse Team, Counselor, Social Worker Funding Sources: - 461 - Campus Activity Fund, - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Consistently implement Social Emotional Learning time throughout the instructional week through utilization of the Leader In Me program. Strategy's Expected Result/Impact: Improved social and emotional well being of students Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Team, Social Worker, Counselor, Teachers Problem Statements: School Processes & Programs 1, 2, 4 - Perceptions 3 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide training to promote conflict resolution and healthy relationships through the use of classroom guidance lessons, character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.), crisis prevention responsive services, and family engagement events. Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Education, Principal, Director of School and Student Support, Social Workers, Crisis Counselor, Counselor Problem Statements: School Processes & Programs 1, 2, 4 - Perceptions 2 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Increase mental health awareness with a focus on educational training for parents, teachers, counselors, social workers, police officers, and administrators. Strategy's Expected Result/Impact: Increased student safety (decreased # of self harm, etc.), Safe and secure campus Staff Responsible for Monitoring: Director of School and Student Support, CISD Police Department, Counselor, Social Worker Problem Statements: School Processes & Programs 1, 2, 3, 4 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Form new partnerships with community organizations that provide resources to support physical, mental, and social-emotional wellness. Strategy's Expected Result/Impact: Increased availability fo resources for staff, students and families Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations; Director of School and Student Support, Counselor, Social Worker Problem Statements: School Processes & Programs 1, 4 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Implement systems to identify high risk students and monitor their emotional well being as well as provide support to parents with learning opportunities that develop awareness. Strategy's Expected Result/Impact: Increased safety and well rounded support for students' emotional health and development Staff Responsible for Monitoring: Counselor, Social Worker, Campus Admin Problem Statements: School Processes & Programs 1, 4 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Continue the development of the 7 Habits of Highly Effective People/Happy Kids to maintain a strong campus environment with a focus on individual leadership and character traits. Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior Staff Responsible for Monitoring: Principals, Director of School and Student Support, Social Workers, and Counselors Problem Statements: School Processes & Programs 1, 2, 4 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the general education classroom setting.
Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.
Problem Statement 3: Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture. Root Cause: While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.
Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.
Perceptions
Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. Root Cause: Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.
Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. Root Cause: We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Continue to be fiscally responsible and maintain a healthy budget and fund balance while sustaining current programs and planning for future needs.

Evaluation Data Sources: Leader in Me Budgeting plan

Strategy 1 Details	Reviews			
Strategy 1: Develop fundraising strategies and funding sources to support the continuation of Leader in Me. Strategy's Expected Result/Impact: Increased funds to support campus initiatives Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1, 2, 3, 4 - Perceptions 2, 3 Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the general education classroom setting. Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines. Problem Statement 3: Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture. Root Cause: While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff. Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Perceptions

Problem Statement 2: Despite numerous available engagement opportunities, parents continue to experience a lack of confidence in actively participating in discussions and follow-through processes concerning academics. **Root Cause:** Insufficient depth in engagement opportunities, leading to a deficiency in parent understanding and follow-through.

Problem Statement 3: There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. **Root Cause:** We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 2: Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication.

High Priority

HB3 Goal

Evaluation Data Sources: ESC Random Intruder Audits, Weekly Exterior Door Sweep Checks, Internal Safety Audit (Texas School Safety Center), External Safety Audit (Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms, Threat Assessment Logs (Skyward),

Strategy 1 Details	Reviews			
Strategy 1: Review, revise, and regularly conduct safety drills, including fire drills, lockdown drills, shelter-in-place drills, and parent reunification drills according to the safety timeline to ensure that all staff, students, and parents are familiar with emergency procedures. Evaluate the effectiveness of these drills and make necessary adjustments based on feedback and observations. Strategy's Expected Result/Impact: Improved the overall school safety for students, staff, and visitors, clear and concise communication to all stakeholders Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, CISD Police Department, Principals, Safety and Security Coordinator, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Over the course of the next year, the district and JJA will collaborate to establish a systematic collaborative process to regularly review incident reports, conduct weekly campus safety audits, and actively seek feedback from staff, students, and parents, with the purpose of identifying areas for improvement in the Emergency Operations Plan (EOP). Strategy's Expected Result/Impact: Clear and concise communication to all stakeholders Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, CISD Police Department, Principal, Safety and Security Coordinator, Assistant Principal ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Enhance the school's ability to be more proactive when preventing and responding to threats, ensuring a safe and secure learning environment, as evidenced by the timely identification and appropriate management of potential threats, a reduction in incidents of violence or harm, and increased confidence among students, staff, and parents in the school's safety measures. Strategy's Expected Result/Impact: Improved student, staff, and parent communication before, during, and after an emergency crisis Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Communications Coordinator, CISD Police Department, Principal, Safety and Security Coordinator, Assistant Principal Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms. Strategy's Expected Result/Impact: Improved student behavior Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals, Counselors Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the general education classroom setting.
Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 3: Continue to implement and refine School Behavioral Threat Assessment teams that conduct behavioral threat assessments.

High Priority

Evaluation Data Sources: Each established team is required to conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, Gather and analyze data to determine the level of risk and appropriate interventions, Skyward Threat Assessment Forms

Strategy 1 Details	Reviews			
Strategy 1: Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children. Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities Staff Responsible for Monitoring: Safe and Supportive School Staff Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collect, review, and incorporate data collected from the teacher threat assessment questionnaire and the parent interview into the overall threat assessment process. Strategy's Expected Result/Impact: Decreased number and severity of threat assessments, more proactive communication with staff and parents Staff Responsible for Monitoring: Director of School and Student Support, Principal, Assistant Principal, Counselor, Social Worker Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Review threat assessment cases on a quarterly basis to analyze trends and ensure fidelity of student support plans Strategy's Expected Result/Impact: Decreased number and severity of threat assessments, more proactive communication with staff and parents Staff Responsible for Monitoring: Director of School and Student Support, Crisis Counselors, Counselors, Social Worker Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the general education classroom setting.

Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 4: Utilize multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met.

Evaluation Data Sources: Behavior and Counseling Data; SAEBERS Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize SAEBERS and other data to identify students at risk due to behavior, attendance, and academics and develop action plans to address their needs including conduct meetings and home visits as needed. Strategy's Expected Result/Impact: Improved student behavior, attendance, and academic performance Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Social Worker, Teachers Problem Statements: Demographics 2, 4 - Student Learning 1, 2, 3, 7, 8, 9 - School Processes & Programs 1, 2, 4 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor the implementation of Social Emotional Learning (SEL) time and Tier 1 lessons at the campus. Strategy's Expected Result/Impact: Reduce discipline referrals; Meet requirements for bullying instruction Staff Responsible for Monitoring: Director of School and Student Support, Principal, Assistant Principal, Counselor, Social Worker Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Director of School and Student Support and the Stronger Connections Grant Coordinator will meet monthly with campus administrators to review data identifying general education and special education students in need of MTSS support for behavior and to review interventions that are currently in place. Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments, and reactive counseling services Staff Responsible for Monitoring: Director of School and Student Support, Special Programs Coordinator 504/ MTSS, Crisis Counselors, Social Workers Results Driven Accountability Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: JJA will implement the universal screener three times per year to determine students in need of behavior and Social-Emotional Learning (SEL) support along with discussing and identifying needed targeted interventions and support in 100% of MTSS meetings. Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments and reactive counseling services Staff Responsible for Monitoring: Director of School and Student Support, Special Programs Coordinator 504/ MTSS, Crisis Counselors, Principal, Social Worker, Counselor, Teachers Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Incorporate Tier 1 Behavior Management into data walk forms and provide feedback and teacher assistance as necessary through coaching plans and feedback from administrators. Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments and reactive counseling services Staff Responsible for Monitoring: Director of School and Student Support, Principal, Assistant Principal, Counselor, Teachers Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation of support systems through the use of MTSS trackers and documentation. Strategy's Expected Result/Impact: Improved student behavior Staff Responsible for Monitoring: Principal, Assistant Principal, Social Worker, Counselor, Teachers Problem Statements: Student Learning 4 - School Processes & Programs 1, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Ensure 100% of teachers are using Skyward to enter discipline referrals. Strategy's Expected Result/Impact: Accurate documentation of student discipline incidents Staff Responsible for Monitoring: Principal Assistant Principal Teachers Problem Statements: School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:**Demographics**

Problem Statement 2: According to the 2022-23 TAPR Report, the campus attendance rate is below 95%. 2023-2024 A-F Accountability data is not available yet. **Root Cause:** Not enough parents understand the importance of consistent school attendance nor connect it with current and future academic performance.

Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills.

Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards

Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. **Root Cause:** Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 4: The implementation of utilizing MAPS/screening data within the MTSS process and designing instructional small groups continues to be an area of practices that need refinement. **Root Cause:** Additional reinforcement is needed with PLC practices and for teachers with implementation of practices during instructional blocks .

Problem Statement 7: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 8: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9: STAAR 5th Grade Science performance is 25% meets, and 7% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

School Processes & Programs

Problem Statement 1: When students are faced with significant mental health or social emotional issues school based resources are minimally helpful, and additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the general education classroom setting.

School Processes & Programs
Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. Root Cause: Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines. Problem Statement 4: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.
Perceptions
Problem Statement 1: The current campus attendance rate is below 95%. Root Cause: Some parents do not understand the importance of consistent school attendance.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 5: Implement retention strategies, including the establishment of a mentorship/coaching program to increase the teacher retention rate.

Evaluation Data Sources: TASB Salary Schedule, UEA Salary Comparison Report, Retention Rates

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with leadership opportunities to maintain a strong culture that values shared vision and shared leadership. Strategy's Expected Result/Impact: Maintenance of a strong campus culture and high teacher morale Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase substitute fill rates using a campus developed plan to prevent the cancellation of PLCs and added burdens on teammates that cover during absences Strategy's Expected Result/Impact: Increased substitute fill rate Staff Responsible for Monitoring: Assistant Principal, Principal Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The principal will develop coaching plans in alignment to the district coaching model and timeline. The principals will meet with the teacher and instructional coach to review the plan and monitor progress. Strategy's Expected Result/Impact: Improved instructional quality, increased capacity of teachers, increased teacher retention, improved student achievement and engagement Staff Responsible for Monitoring: Principal Instructional Coaches Teachers Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 3, 7, 8, 9	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: JJA met the TELPAS interim target in 2023-2024, however, long term target was not met. **Root Cause:** There must be an intentional focus on making a year's growth on TELPAS for all students.

Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills.

Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards

Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. **Root Cause:** Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 7: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 8: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9: STAAR 5th Grade Science performance is 25% meets, and 7% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

School Processes & Programs

Problem Statement 2: The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. **Root Cause:** Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and amount of new teachers not thoroughly trained under the LIM guidelines.

Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 1: Overall Performance Objective: The percent of third grade students that score meets grade level or above on STAAR Reading will increase to 60% by June 2025.

- 90% of all prekindergarten students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.
- 85% of all kindergarten students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.
- 90% of all first grade students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.
- 85% of all second grade students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage, TX-KEA, Tejas Lee, TPRI, STAAR, MAPS Reading Fluency

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Teaching, Learning, and Innovation to continue to support campus staff in analyzing Early Literacy and STAAR Progress Indicators during progress monitoring to support the development of campus action plans. Strategy's Expected Result/Impact: Increase student performance on indicators monitoring student progress in Early Literacy, STAAR Scores Staff Responsible for Monitoring: Principals, Campus Academic Leader, Instructional Coaches Problem Statements: Demographics 4 - Student Learning 1, 3, 8	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: JJA will monitor the acquisition of foundational skills and make needed adjustments to instruction by studying student work, reviewing progress toward skill-specific goals, and identifying trends in data walks. Strategy's Expected Result/Impact: Systematic instruction and mastery of skills Staff Responsible for Monitoring: Early Literacy Coordinator, Campus Academic Leader, Instructional Coaches, Teachers Title I: 2.4, 2.6 Problem Statements: Demographics 4 - Student Learning 1, 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with Content Coordinators to review assessments and guiding documents with teachers during PLCs. Strategy's Expected Result/Impact: Teachers will understand upcoming content and instructional implications Staff Responsible for Monitoring: Campus Academic Leader Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 7, 8, 9 Funding Sources: - 199 - General Fund, - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus Academic Leaders will emphasize knowledge building, vocabulary, and oral language development strategies during Professional Learning Communities for teachers to incorporate in the learning process. Strategy's Expected Result/Impact: Increased reading comprehension Staff Responsible for Monitoring: Campus Academic Leader, Instructional Coaches Problem Statements: Demographics 4 - Student Learning 1, 8	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: JJA will support students in setting literacy goals and monitoring their progress through the use of leadership notebooks, personal goal setting, creation of action steps and monitoring progress. Strategy's Expected Result/Impact: Mastery of literacy skills Staff Responsible for Monitoring: Principal, Campus Academic Leader, Teachers Problem Statements: Demographics 4 - Student Learning 1, 3, 8	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Student Learning

Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills.

Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards

Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. **Root Cause:** Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels.

Problem Statement 7: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 8: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9: STAAR 5th Grade Science performance is 25% meets, and 7% masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. **Root Cause:** Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 2: By the end of the year, 100% of students will improve their writing by incorporating elaboration strategies into student discourse and written work, specifically by providing facts, reasons, examples, descriptions, quotes, anecdotes, cause and effect, or statistics as supporting evidence, with the aim of enhancing clarity and depth.

HB3 Goal
Evaluation Data Sources: Writing Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Utilize explicit instruction resources provided by Teaching, Learning, and Innovation staff in grammar and conventions K-2nd. Lessons include explicit instruction, mentor sentences, application and creation of sentences with the new grammar/convention rule (Patterns of Power model), and STAAR formatted editing and revising practice. Strategy's Expected Result/Impact: Student mastery of conventions of written language Staff Responsible for Monitoring: Early Literacy Coordinator, Principal, Campus Academic Leader, Teachers Problem Statements: Demographics 4 - Student Learning 1, 3 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will internalize the lessons in the guiding documents to provide writing instruction daily. Strategy's Expected Result/Impact: Higher achievement on assessments Staff Responsible for Monitoring: Campus Academic Leaders, Instructional Coaches Problem Statements: Demographics 4 - Student Learning 3, 8	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Implement teaching evidence-based writing responses by incorporating daily response opportunities provided by Teaching, Learning, and Innovation in the guiding documents and by tracking progress with writing benchmarks at the beginning, middle, and end of the year. Strategy's Expected Result/Impact: Higher comprehension of text and achievement on assessments and improved quality of student writing Staff Responsible for Monitoring: Early Literacy Coordinator, Campus Academic Leader, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 4 - Student Learning 3, 8		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Student Learning
Problem Statement 1: 23% of Kindergarten, 7% of First Grade, and 18% of Second Grade students did not Meet or Exceed grade-level expectations for reading skills EOY 2023-24. Root Cause: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets and differentiating instruction based on the acquisition of reading skills. Problem Statement 3: A significant portion of our students are not achieving proficiency in writing skills at their respective grade levels. On the end of year Writing Benchmark, 60% of Kinder, 54% of First, and 46% of Second Grade students scored Meets or Exceeds. Root Cause: Students' inadequate mastery of foundational writing skills, including legible printing, spelling, and an understanding of print conventions. Additionally, there is a deficiency in the writing development programs provided in upper elementary levels. Problem Statement 8: STAAR Reading performance is 43% at meets and 20% masters based on preliminary data. 2023-2024 A-F Accountability data has not be released yet. Root Cause: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 3: Overall Performance Objective: The percent of third grade students that score meets grade level or above on STAAR Math will increase to 60% by June 2025.

- 93% of all prekindergarten math students will meet or exceed grade-level expectations by June 2025 as measured by state assessment.
- 85% of all kindergarten math students will meet or exceed grade level on the end of year STEMScopes assessment.
- 60% of all first grade math students will meet or exceed grade level on the end of year STEMScopes assessment.
- 78% of all second grade math students will meet or exceed grade level on the end of year STEMScopes assessment.

HB3 Goal

Evaluation Data Sources: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Progress Monitoring and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Teaching, Learning, and Innovation to support campus staff in analyzing Early Numeracy and STAAR Progress Indicators during progress monitoring to support the development of campus action plans. Strategy's Expected Result/Impact: Increase student performance indicators monitoring student progress in Early Numeracy, STAAR Scores Staff Responsible for Monitoring: Principal, Campus Academic Leader, Instructional Coach Title I: 2.4, 2.6 Problem Statements: Demographics 4 - Student Learning 2, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: JJA teachers will increase use of manipulatives and verbal discourse to build a deeper understanding of numeracy and to interact and connect a variety of concepts in different ways. Strategy's Expected Result/Impact: Gain a deeper knowledge of numeracy Staff Responsible for Monitoring: Elementary Math Coordinator, Principal, Campus Academic Leader, Teachers Problem Statements: Demographics 4 - Student Learning 2, 7 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with Math Coordinator to vertically align foundational math skills that are built on numeracy through Guiding Documents, resources, professional learning and assessment Strategy's Expected Result/Impact: Deeper understanding of numeracy Staff Responsible for Monitoring: Elementary Math Coordinator, Campus Academic Leader Problem Statements: Demographics 4 - Student Learning 2, 7	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Special Education students achieved 2.94% Meets in Reading and 11.96% Meets in Math based on preliminary data. 2023-2024 A-F Accountability data is not available yet. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Student Learning
Problem Statement 2: 18% of Kinder, 54% of First, and 25% of Second Grade students did not Meet or Exceed grade level expectations on their end of year STEMscopes Math Assessments for 2023-24. Root Cause: Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions, as well as application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards Problem Statement 7: STAAR Math performance is 35% at meets and 9% at masters based on preliminary data. 2023-2024 A-F Accountability data has not been released yet. Root Cause: Teachers need more professional learning, coaching, and application skills on breaking down the TEKS and aligning instruction to the rigor of essential standards along with identifying and scaffolding the learning targets.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	6			\$0.00
1	3	1			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	4	3			\$0.00
2	5	2			\$0.00
3	1	1			\$0.00
3	2	2			\$0.00
3	5	2			\$0.00
4	1	3			\$0.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
Sub-Total					\$0.00
199 - General Fund: State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	6			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
2	1	2			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	4	5	Student Materials, Parent Materials, Counselor Guidance Materials		\$0.00
2	4	6			\$0.00
2	5	1			\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2			\$0.00
2	5	3			\$0.00
2	5	4			\$0.00
2	5	5			\$0.00
3	1	1			\$0.00
4	2	1			\$0.00
4	3	2			\$0.00
Sub-Total					\$0.00
215 - Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	12			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	5	3			\$0.00
2	1	2			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	4	3			\$0.00
Sub-Total					\$0.00
224 - IDEA B, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	6			\$0.00
1	3	1			\$0.00

255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
2	2	2			\$0.00
2	4	2			\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Campus budget		\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	3	1			\$0.00
2	4	3			\$0.00
2	5	2			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
199 - General Fund: Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
1	6	2			\$0.00
Sub-Total					\$0.00
410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
Sub-Total					\$0.00

Federal Funds: ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$0.00
Sub-Total					\$0.00
199 - General Fund: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	2	5			\$0.00
Sub-Total					\$0.00
TEA Strong Foundations Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	1	11			\$0.00
Sub-Total					\$0.00