

Birdville Independent School District
W.A. Porter Elementary
2025-2026 Campus Improvement Plan



Mission Statement

We will promote excellence by empowering children to reach their individual potential within a supportive learning community.

Vision

The vision at W.A. Porter is to recognize the potential of each child and to guide the child in building confidence, leadership potential, academic, and social skills in an environment that is safe and promotes respect for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

W. A. Porter Elementary School, established in 1975, is located in northeast Tarrant County and serves portions of three municipalities: North Richland Hills, Hurst, and Colleyville. The school draws students from neighborhoods that range from urban, low-income communities to upper-middle-class suburban areas.

The campus currently serves **538 students in grades EE–5**. The student population is composed of **66.17% White (356), 20.45% Hispanic (110), 5.2% Asian (28), 3.9% African American (21), and 3.9% two or more races (21)**. Approximately **16.91% (91)** of students are identified as Economically Disadvantaged. Over the past decade, the percentage of Hispanic students has steadily increased, while the percentage of White students has gradually declined. During the same period, the percentage of English Language Learners has risen, though the number of students identified as Limited English Proficient has stabilized at **6.51% (35)** for the past three years. Enrollment trends show a slight increase in Asian students and a slight decrease in African American students. Overall, student enrollment has remained relatively stable over the last 12 years, with only minor fluctuations.

A distinguishing characteristic of W. A. Porter is its diverse range of student needs and strengths. The campus serves a **higher-than-average percentage of students receiving Special Education services (23.79%, 128)**, while also supporting a robust **Gifted and Talented population (10.97%, 59)**. Additionally, W. A. Porter is the **Regional Day School for the Deaf (PK–5)**, serving students from Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, and Eagle Mountain-Saginaw ISDs. Students in the Deaf Education program account for **7.43% (40)** of the total enrollment.

The teaching staff consists of **38 educators**, of whom **97.4% are female and 97.4% are White, with 2.6% identifying as two or more races** (2023–2024 TAPR data). Teacher retention remains high, with little staff turnover, which contributes to a stable and experienced faculty. The distribution of teaching experience is as follows: **18% have 1–5 years of experience, 15.7% have 6–10 years, 25.1% have 11–20 years, and 32.2% have more than 20 years of experience**. The average length of service within BISD is **15.7 years**. All teachers hold a bachelor’s degree, and **34.6% hold a master’s degree**. In recent years, several staff members have advanced into instructional leadership or pursued administrative credentials, reflecting the campus’s commitment to professional growth and leadership development.

The **student attendance rate** for the most recent year was **95.89%**. The percentage of students identified as Economically Disadvantaged (**16.91%**) decreased from the previous year, while the percentage of **at-risk students (43.31%, 233)** has increased by approximately 10% over the past three years.

Demographics Strengths

- **Stable Enrollment:** Student enrollment has remained consistent over the past 12 years, providing continuity for long-term planning and a strong sense of community.
- **Diverse Student Needs:** W. A. Porter serves a broad range of students, including a higher-than-average percentage of both Special Education (23.79%) and Gifted and Talented students (10.97%), demonstrating the campus’s ability to support students across the learning spectrum.
- **Regional Leadership in Deaf Education:** As the Regional Day School for the Deaf, Porter serves students from multiple districts, providing specialized programming and expertise that benefit both students and staff.
- **Shifting Diversity:** While the student population remains majority White, the steady increase in Hispanic students and other groups reflects growing cultural and linguistic

diversity, enriching the school environment and preparing students to thrive in diverse communities.

- **Experienced and Stable Staff:** Teacher retention is high, with very little turnover. The majority of teachers have more than 10 years of experience, and the average service in BISD is 15.7 years, ensuring instructional consistency and deep knowledge of district expectations.
- **Highly Qualified Teachers:** 100% of teachers hold a bachelor's degree, and more than one-third (34.6%) hold a master's degree, reflecting a well-educated and professionally invested faculty.
- **Leadership Development Culture:** Several teachers have advanced into instructional coach or administrative roles in recent years, showing a strong culture of professional growth and leadership development on campus.
- **Strong Attendance:** With a student attendance rate of 95.89%, students are consistently engaged in learning and benefit from a stable academic environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously.

Root Cause: There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.

Student Learning

Student Learning Summary

2024-2025 STAAR Scores

3rd Grade

- 3rd grade reading scores had 83.87%(78) of our students score Approaches, 66.3%(61 students) score Meets and 27.71%(28students) score Masters.
- 3rd grade math scores we had 84.78%(78 students) score Approaches, 66%(61 students) scored Meets and 39.13%(36 students) score Masters.

4th Grade

- 4th grade reading had 96.39%(80 students) of our students score Approaches, 67.47%(56 students) score Meets and 27.71%(22 students) score Masters.
- 4th grade math had 84.34%(70 students) of students score Approaches, 63.86%(49 students) scored Meets, and 36.14%(25 students) scored Masters.

5th Grade

- 5th grade Reading had 92.59%(74 students) of students score Approaches, 81.48%(65 students) score Meets and 48.15%(39 students) score Masters.
- 5th grade Math we had 91.46% (73 students) of students score Approaches, 71.95%(58 students) score Meets and 41.46%(33 students) score Masters.
- 5th grade Science scores had 92.5%(74 students) of students score Approaches, 62.5%(50 students) score Meets and 28.75%(23 students) of students score Masters.

Student Learning Strengths

Third grade scores went up overall in each category in reading.

	Approaches	Meets	Masters
2023-2024 Reading STAAR	82.8	62.37	30.11
2024-2025 Reading STAAR	83.87	67.74	31.18

Third Grade Math scores remained constant except for a significant increase in the percentage of masters students. Third Grade math was in quadrant 1 in state campus comparison groups.

	Approaches	Meets	Masters
2023-2024 3rd Grade Math STAAR	85.87%	66.3%	30.43%
2024-2025 3rd Grade Math STAAR	84.78%	66.3%	39.13%

Fourth Grade Math scores did go up in 2 of the 3 categories with a 13% increase in masters scores.

	Approaches	Meets	Masters
2023-2024 4th Grade Math STAAR	83.95%	64.2%	23.46%
2024-2025 4th Grade Math STAAR	84.34%	63.86%	36.14%

Fifth grade Math showed significant gains. There were gains of 10% in approaches, 7% in meets and 11.5% growth in masters.

	Approaches	Meets	Masters
2023-2024 5th Grade Math STAAR	81%	64%	30%
2024-2025 5th Grade Math STAAR	91.46%	71.95%	41.45%

Fifth Grade Reading made gains across all categories from 2023-2024.

	Approaches	Meets	Masters
2023-2024 5th Grade Reading STAAR	92.47	75.27	40.86
2024-2025 5th Grade Reading STAAR	92.6	81.48	48.15

Fifth Grade Science scores showed gains across all categories. There was a significant gain in meets scores of 13%.

	Approaches	Meets	Masters
2023-2024 5th Grade Science STAAR	89.25%	49.46%	24.73%
2024-2025 5th Grade Science STAAR	92.5%	62.5%	28.75%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations.

Root Cause: While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.

Problem Statement 2 (Prioritized): The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations.

Root Cause: For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items.

School Processes & Programs

School Processes & Programs Summary

Campus Programs and Support Services

W. A. Porter Elementary provides a wide range of specialized programs to meet the diverse needs of our students. Currently, 16.91% of our students are served through the free/reduced lunch program, 23.79% receive special education services (including students served through the Regional Day School for the Deaf), and 10.97% participate in the Gifted and Talented program.

Our academic Response to Intervention (RtI) program supports students in grades Pre-K through 5th in both Reading and Mathematics. Students are identified for tiered interventions using universal screeners administered three times per year, along with teacher input and other performance measures reviewed through collaborative conference committees. Progress monitoring is consistently utilized to guide grouping decisions and adjust instruction. District-level RtI guidelines, updated annually, ensure consistency in interventions and programmatic alignment. Data indicates that the RtI process has been successful in moving students off interventions and closing academic gaps.

Social-Emotional and Behavioral Support

This year, Porter Elementary will continue implementation of *Capturing Kids' Hearts*, emphasizing the importance of building strong relationships with students by reaching their hearts before their minds. Teachers and students develop and adhere to classroom and campus-wide social contracts, while students are empowered to take active leadership roles in the program. Weekly team-building activities in PE provide opportunities for students to strengthen collaboration, problem-solving, and interpersonal skills in a fun and challenging environment.

As student behavior needs have increased with shifts in population, a renewed emphasis will be placed on proactive social-emotional learning strategies, student leadership, and problem-solving supports to maintain a positive and productive learning environment.

Community and Family Engagement

Porter Elementary benefits from an active and supportive community. Families participate in annual events such as the Panther Race, Open House, Data Nights, and numerous PTA-sponsored activities. These events are designed to create meaningful opportunities for parents to engage with their children's learning, strengthening the home-school connection and building a culture of partnership.

Data-Driven Decision Making

Assessment data is carefully monitored throughout the year to guide instructional decisions. After each testing cycle, teachers participate in data meetings to review student growth, analyze performance trends, and adjust instruction accordingly. Additionally, monthly meetings with our digital learning specialist and academic coach provide teachers with targeted support for integrating technology and strengthening instructional practices.

The Leadership of Learning (LOL) team meets regularly—at least once per month—to ensure teacher voice is represented in campus decisions, monitor progress toward student outcomes, and refine processes that are not yielding intended results.

Curriculum, Instruction, and Professional Learning

Vertical teaming has been an effective structure for aligning curriculum and developing consistent instructional strategies across grade levels. This year, vertical collaboration will expand to include a focus on writing, using a campus-wide rubric to improve Extended Constructed Response performance. In mathematics, our new Bluebonnet Math curriculum will be supported through vertical team planning and collaboration, ensuring consistency, alignment, and strong implementation.

Professional Learning Communities (PLCs) are held weekly with the Instructional Facilitator, focusing on collaborative planning, data review, and identifying areas of growth. Teachers report that the PLC process has been valuable for tracking progress and making student-centered decisions.

Campus professional development continues to be tailored to staff needs, with input gathered through the LOL team. This ensures that professional learning is relevant, targeted, and directly aligned to areas of need. Staff feedback indicates high levels of satisfaction with the specificity and effectiveness of campus professional learning.

Attendance and Student Engagement

Attendance incentives were implemented consistently last year and were successful in generating student interest, though the overall impact on attendance was limited. Moving forward, the campus will explore additional strategies to positively influence daily attendance and increase student engagement.

School Processes & Programs Strengths

• Specialized Student Support Programs

- Wide range of services tailored to student needs, including Special Education, the Regional Day School for the Deaf, Gifted and Talented, and RtI.
- RtI system effectively identifies, monitors, and supports students, with documented success in helping students exit tiered interventions.

• Data-Driven Instruction

- Regular data meetings after each assessment cycle allow for responsive instructional decisions.
- Progress monitoring is consistently used to guide grouping and instruction.
- PLCs meet weekly with an Instructional Facilitator to analyze data, track student growth, and make targeted instructional adjustments.

• Curriculum Alignment and Vertical Collaboration

- Vertical teaming has strengthened curriculum alignment across grade levels and improved consistency of instructional practices.
- Expanded vertical teaming in writing with a campus-wide rubric supports stronger Extended Constructed Responses.
- Implementation of Bluebonnet Math supported by vertical teams ensures fidelity and alignment in mathematics instruction.

• Professional Learning and Staff Development

- Professional development is intentionally designed based on staff input through the LOL team, making training relevant and targeted.
- Teachers report high satisfaction with the specificity of PD opportunities.
- The PLC process is well established and viewed positively by staff.

• Social-Emotional Learning and Behavior Supports

- Capturing Kids' Hearts provides a structured approach to building relationships and promoting positive student behavior. Our campus became a Showcase Campus for 2024-2025. This was a great honor that we have worked hard for.
- Student leadership opportunities within CKH empower students and enhance campus culture.
- Weekly team-building activities in PE strengthen collaboration, problem-solving, and life skills.

- **Community and Family Engagement**

- Strong community involvement through events such as the Panther Race, Open House, Data Nights, and PTA activities.
- Events foster meaningful family engagement and strengthen home-school partnerships.

- **Campus Leadership and Communication**

- The Leadership of Learning (LOL) team ensures teacher voice is included in decision-making.
- LOL meetings occur regularly to monitor effectiveness of processes and adjust as needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There were accidents on campus where worker's compensation had to be used for employees.

Root Cause: There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 2 (Prioritized): Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups.

Root Cause: Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.

Problem Statement 3 (Prioritized): Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited.

Root Cause: We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged.

Problem Statement 4 (Prioritized): Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts.

Root Cause: Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways.

Perceptions

Perceptions Summary

Porter Elementary is consistently recognized for its strong culture of attendance, ranking at or near the top in the district. With very low absenteeism and few discipline issues, students contribute daily to a climate that values learning and high expectations. Our staff maintains rigorous academic and behavioral standards, and when new programs were introduced, students quickly embraced the positive culture modeled by their peers. Staff members poured into those students, ensuring they felt valued and part of the Porter family.

The inclusive spirit of our school is evident in our Deaf Education program, where both students and staff are embraced by the entire community and made to feel loved and supported. This same sense of belonging extends to parents and community members. Parents are highly involved, volunteering their time and resources to support teachers and programs, while our PTA works tirelessly to provide opportunities and events that enrich the school experience for all students.

Staff culture at Porter is another key strength. With a very low turnover rate, families benefit from stability and consistency year after year. Staff morale is high, with 97% of teachers reporting a positive school culture and feeling included in campus decision-making. Parents echo this positivity, with 96% strongly agreeing that the school is safe and that their children are cared for and loved by teachers. Porter's culture is one of high expectations, safety, care, and inclusivity.

While survey data reflects many areas of strength, one need was identified. Twenty-seven percent of students reported that they do not feel recognized for their good work. This highlights an opportunity for the campus to further enhance student recognition systems so that every child feels celebrated for their achievements and contributions. By building on our existing culture of excellence, we can ensure that all students experience both high expectations and the joy of being acknowledged for their efforts.

Our campus was selected as a National Showcase Campus for Capturing Kids' Hearts where students, staff and families completed surveys that were overwhelming well above average ratings which earns that distinction.

One great thing our surveys showed is that many staff members other than teachers were selected as a student's most trusted adult in school. This is something that our campus excels in when everyone knows that every student is OUR student where each and every one of our staff members believe in the whole child.

Perceptions Strengths

- **Positive School Climate:** 97% of staff report a positive culture with high morale, and parents consistently describe Porter as a welcoming and supportive environment that feels like a private school.
- **Safe and Caring Environment:** 97% of parents strongly agree that their children are safe at school and feel loved and cared for by their teachers. 90% of our parents feel that their child has a trusting relationship with their child.
- **Strong Attendance Culture:** Porter consistently ranks at or near the top in district attendance, reflecting a culture that values learning and prioritizes being present.

- **High Behavioral Expectations:** The campus has very few discipline issues, and students in discipline programs have been positively influenced by Porter's established culture.
- **Inclusive Community:** Both the general education and Deaf Education programs benefit from a schoolwide culture of belonging, where students and staff feel valued and supported.
- **Staff Stability:** With very low turnover, Porter provides families with consistency and stability, contributing to long-term relationships and trust.
- **Parent and Community Involvement:** Parents and PTA members are highly engaged, offering time, resources, and volunteerism to enrich student experiences and support teachers.
- **Staff Empowerment:** Teachers feel included in decision-making, which fosters buy-in and strengthens the collaborative school culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were.

Root Cause: Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way.

Problem Statement 2 (Prioritized): Although it was not low, surveys did indicate a slight decrease in satisfaction with their job according to end of the year surveys

Root Cause: Staff reported a slight decrease in job satisfaction due to factors such as increased workload demands, and the need for more consistent support in balancing professional responsibilities with personal well-being.

Priority Problem Statements

Problem Statement 1: There were accidents on campus where worker's compensation had to be used for employees.

Root Cause 1: There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously.

Root Cause 2: There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations.

Root Cause 3: While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations.

Root Cause 4: For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups.

Root Cause 5: Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited.

Root Cause 6: We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were.

Root Cause 7: Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts.

Root Cause 8: Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Although it was not low, surveys did indicate a slight decrease in satisfaction with their job according to end of the year surveys

Root Cause 9: Staff reported a slight decrease in job satisfaction due to factors such as increased workload demands, and the need for more consistent support in balancing professional responsibilities with personal well-being.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd grade for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2026 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

High Priority





HB3 Goal

- Evaluation Data Sources:**
- A. CLI (Center for Improving the Readiness of Children for Learning and Education)Circle(Pre-K reading and math)
 - B. Renaissance Math(1-5)
 - C. mCLASS(Kinder reading and math), mClass(grades 1-2 reading)
 - D. Renaissance Reading (3-5), 1st and 2nd grade reading comprehension measured by Renaissance
 - E. District Curriculum Assessments
 - F. Teacher created common assessments
 - G. I-Ready resources
 - H. New digital student data folders
 - I. T-Tess SLO(Student Learning Objective) and Professional Learning Goals
 - J. STAAR 2025-2026 results
 - K. STAAR Released Assessment
 - L. Utilize Lead4Ward resources and have Lead4Ward train staff on 2 different dates.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity to implement the district literacy plan at the campus level.</p> <p>Actions: A. Provide training for all staff to build their capacity to implement campus literacy plans. B. Utilize LOL(Leaders of Learners) team to train and lead implementation of the district literacy plan and strategies. C. Set up campus walks with Instructional Facilitators to help support and visit with staff to implement tier 1 priorities. D. Provide teachers opportunities for them to have professional development off campus E. Provide teachers with the opportunity to take focused campus walks and observe other classrooms on campus as well as other campuses to watch implementation of Tier 1 priorities from master teachers. F. Use coaching cycles to assist teachers in targeted goals. G. Use teachers at staff meetings to help train other teachers in best practices used in the classroom H. Utilize vertical teams to ensure alignment is maximized.</p> <p>Staff Responsible for Monitoring: Administration LOL team Teachers Instructional Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Stngthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices and continuous improvement.</p> <p>Actions: A. Use data from progress monitoring, Renaissance Reading and Math, DCA(District Curriculum Assessments), STAAR Released Assessments and and MCLASS progress monitoring to help guide instruction. B. Provide protected structured planning time for teachers to deeply internalize lessons and standards prior to instruction. C. Implement grade-level or vertical planning sessions focused on unpacking TEKS/standards, essential questions, and misconceptions D. Students will utilize digital data folders which contain a PDSA(Plan, Do, Study, Act) model to help students plan their learning. E. Facilitate peer observations or "learning walks" so teachers can see best practices in action across classrooms F. Set student growth goals in reading and math, track them through data walls or digital data folders, and celebrate progress G. Teachers will collect data on students, meet in PLCs to analyze the data and plan for interventions. H. Implement the Bluebonnet Learning curriculum in math classes with fidelity ensuring consistency throughout all grade levels.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Reading and Math Interventionist Instructional Facilitators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Coordinate processes that promote and support personalized learning for students in reading and math to enhance overall achievement and close gaps in core content areas.</p> <p>Actions: A. Host and participate in instructional focus walks with other campuses as well as our own to tighten alignment. B. Use PLCs to analyze student data and design targeted small-group instruction. C. Use district monitoring guide to monitor instructional delivery D. Focused campus walk-throughs focusing on Continuous Improvement and Tier 1 priorities. E. Utilize district resources with tier 1, 2 and 3 students during interventions and small group instruction. F. Campus admin and our Instructional Facilitator will work in vertical teams to tighten practices used in Pre-K through 5th grade to focus on common language and alignment. G. Integrate choice boards, station rotations, or project-based learning to allow students multiple pathways to mastery. H. Utilize District Content Coordinators, Digital Learning Specialist and Instructional Facilitator as an instructional support. I. Offer professional development on strategies for differentiation, scaffolding, and culturally responsive instruction. J. Administer District Common Assessments and analyze the resulting data to guide instructional decisions. K. Utilize tutors to focus on priority needs for individual student groups. L. Receive training by Lead4Ward for 3rd-5th grade teachers to focus on rigor and relevance.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Facilitator and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve the effectiveness and inclusivity of the special needs programs by providing specialized training for all staff, enhancing resources, and increasing family engagement</p> <p>Actions: A. Conduct campus-wide training on disability awareness and inclusive practices to promote a supportive school culture. B. Special education teachers will be a part of all RTI(Response to Intervention) meetings as well as data meetings. C. Provide planning time for general and special education teachers to collaborate on lesson accommodations and modifications. D. Special education teachers will be included on LOL teams and vertical team meetings. E. Special education teachers will be a part of the PLC process to ensure data is evaluated and strategic action put in place to measure growth. F. Use data (IEP goal progress, accommodations usage, student performance) to evaluate program effectiveness. G. Recognize and celebrate successes of students in special programs to build a positive, inclusive school culture. H. Family nights for special needs programs to get families together to provide opportunities to connect.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to enhance and execute a comprehensive campus plan for Gifted/Talented students, offering opportunities for advanced learning beyond standard Tier I coursework.</p> <p>Actions: A. Utilize the Rigor and Relevance framework. B. Embed higher-order thinking skills and opportunities for independent study within classroom instruction. C. Schedule PLC time to design enrichment opportunities and monitor GT student progress. D. Review student data for gifted/talented students to ensure they are making adequate growth.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Academic Coach and District Trainer.</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously. Root Cause: There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.</p>

Student Learning

Problem Statement 1: Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations. **Root Cause:** While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.

Problem Statement 2: The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations. **Root Cause:** For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items.

School Processes & Programs

Problem Statement 2: Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups. **Root Cause:** Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.

Problem Statement 3: Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited. **Root Cause:** We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged.





Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps among under performing student groups, as identified through state and district assessments. Ensure all identified student groups in grades Pre-K through 3 meet progress monitoring targets in reading and mathematics as measured by a district-approved assessment tool.

Evaluation Data Sources: Historical performance by student subgroups on state(STAAR, TELPAS) and district assessments, digital data folders to track progress in all student groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate and enhance programs and strategies serving special population groups to ensure quality, compliance, and effectiveness in closing achievement gaps through data-driven planning, targeted implementation, and continuous monitoring.</p> <p>Actions: A. Conduct regular data reviews (disaggregated by subgroup: special education, ELs, economically disadvantaged, GT, etc.) to identify gaps in achievement and growth. B. Use progress monitoring tools to track subgroup performance on formative and summative assessments. C. Provide differentiated instruction, scaffolds, and interventions tailored to specific subgroup needs D. Execute the targeted action plan, and keep it as our focus for our PLC and data meetings. E. Deliver accelerated instruction in alignment with HB 1416 to address learning loss and promote academic progress for students who need additional support. F. Implement walkthroughs focused on monitoring differentiation, accommodations, and effective instructional practices.</p> <p>Staff Responsible for Monitoring: Campus Admin and Instructional Facilitator</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen the use of continuous improvement practices across the campus by embedding classroom mission statements, student goal-setting, data tracking, and the PDSA (Plan, Do, Study, Act) cycle to drive reflection, accountability, and ongoing growth.</p> <p>Actions: A. Guide teachers and students in developing classroom mission statements aligned to the school's mission and values. B. Train students to set personal academic and behavior goals connected to reading, math, and social-emotional learning. C. Implement student data folders or digital dashboards for tracking progress toward goals. D. Schedule regular student-led conferences where students reflect on progress and next steps. E. Provide professional learning for staff on using the PDSA model to refine instructional practices. F. Hold PLC meetings that include reflection on student data, goal progress, and classroom PDSA cycles.</p> <p>Staff Responsible for Monitoring: Campus Admin, Leaders of Learners and instructional staff</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously. Root Cause: There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.</p>
Student Learning
<p>Problem Statement 1: Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations. Root Cause: While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.</p>
School Processes & Programs
<p>Problem Statement 2: Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups. Root Cause: Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.</p> <p>Problem Statement 3: Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited. Root Cause: We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged.</p>

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.

Evaluation Data Sources: District and school surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Character Strong, Peer Helpers Plus and Capturing KIDs' Hearts for social-emotional development</p> <p>Actions: A. Integrate Character Strong lessons into classroom weekly schedules to explicitly teach empathy, responsibility, and relationship skills. B. Establish and train Peer Helpers Plus student leaders to support peers, model positive behaviors, and provide peer-to-peer encouragement. C. Announcement crew will be using SEL quotes to help support Character Strong and Capturing Kids Hearts. D. Assistant Principal and counselor will oversee the progress of the program. E. Implement Capturing Kids' Hearts strategies (daily greetings, "good things," affirmations) in all classrooms to build connected, safe learning environments. F. Offer refresher sessions throughout the year to ensure consistency and fidelity in implementation.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts. Root Cause: Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways.</p>

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Teachers will close the achievement gaps of student groups in reading and mathematics performance as measured by STAAR in grades 3-5 compared to the 2023-2027 interim goals from Closing the Gaps section of State and Federal Accountability.





High Priority

HB3 Goal

- Evaluation Data Sources:** A. STAAR Ren for Reading and Math
 B. Data Folders with targets and goals
 C. STAAR Data for 2025-2026 school year

Strategy 1 Details	Reviews			
<p>Strategy 1: Closely monitor achievement gaps in 3rd- 5th grade student groups to make sure targets are hit for identified sub groups looking at the 2023-2027 interim goals</p> <p>Actions: A. Evaluate student progress during our monthly data meetings where targets will be evaluated by sub group B. Use new admin digital data folders that track progress of all groups as measured by STAAR Closing the Gaps Domain. C. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction D. Ensure that instructional facilitator is working with teachers to utilize progress monitoring data and designing instructional practices. E. Evaluate new spreadsheet that tracks how students performed on the STAAR to how they are performing on STAR Ren and have student data meetings to discuss progress.</p> <p>Staff Responsible for Monitoring: Teachers, principal, assistant principal and instructional facilitator</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement plans for third and fourth grade students who did not score approaches on the 2024 STAAR test.</p> <p>Actions: A. Implement accelerated instruction according to HB1416 B. Adjust instruction based on data meetings and reviewing progress. C. Monitor hours needed by using the Instructional Facilitator and Assistant Principal as case managers. D. Establish classroom intervention groups to develop specific skills that students were missing. E. Monitoring progress monitoring in the classroom to ensure focus on growth. F. Use Instructional Facilitator to evaluate data and form focus lessons G. Utilize ST Math in station work to help support math instruction.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Academic Coaches Instructional Facilitator</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p>Actions: A. Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. B. Monitor the PDSA development process through PLCs to ensure alignment to district expectation. C. Collect examples during campus walk-throughs. D. We will have a data night for students to share data with their parents. E. Campus walks at Porter as well as off campus at hosting sites to view best practices in the classroom. F. Provide teacher and instructional facilitator led PDSA trainings as well as celebrating teachers who are doing great things with Continuous Improvement so they can share out. G. Celebrate students on morning announcements and award assemblies that are making performance gains.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Teachers Instructional Facilitators</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Use intervention strategies designed to meet the needs of English Language Learners to increase growth measured on TELPAS.</p> <p>Actions: A. Ensure all staff members are ELL certified and trained on strategies to support English learners. B. Use campus Instructional Facilitator to assist in providing tools and strategies needed to support EL students C. Track student progress to have discussions during RTI and data meetings.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Campus Instructional Coach</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:





Demographics
<p>Problem Statement 1: The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously. Root Cause: There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.</p>
Student Learning
<p>Problem Statement 1: Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations. Root Cause: While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.</p> <p>Problem Statement 2: The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations. Root Cause: For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items.</p>
School Processes & Programs
<p>Problem Statement 2: Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups. Root Cause: Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.</p> <p>Problem Statement 3: Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited. Root Cause: We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged.</p>

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 5: Decrease the number of students in behavioral MTSS Tiers 2 and 3 who are assigned disciplinary placements.

Evaluation Data Sources: Collaborative meetings and data notes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district MTSS plan</p> <p>Actions: A. Ensure consistent implementation of campus-wide expectations and common area procedures. B. Monitor office referrals and teacher input monthly to quickly identify students showing escalating behaviors C. Implement targeted Tier 2 supports such as Check-In/Check-Out, small group social skills lessons, and mentoring programs. D. Provide Tier 3 students with individualized behavior intervention plans (BIPs) aligned with MTSS processes E. Involve teachers, counselors, administrators, and parents in intervention planning to ensure consistency between school and home.</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts. Root Cause: Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways.</p>

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.





Performance Objective 1: Increase the annual total average daily attendance(ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

High Priority

Evaluation Data Sources: Pulse

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote a Positive School Climate that Encourages Attendance and strengthen Communication with Families about Attendance</p> <p>Actions: A. Implement schoolwide incentives and recognition for perfect/near-perfect attendance (certificates, announcements, special events). B. Celebrate grade levels or classrooms with the highest weekly/monthly attendance through competitions, banners, or extra privileges. C. Train staff to use positive relationships and Capturing Kids' Hearts strategies to increase students' sense of belonging D. Launch a schoolwide attendance challenge where classes earn points or puzzle pieces for daily perfect attendance, working toward a class reward. E. Send consistent parent reminders about the importance of daily attendance via newsletters, school social media, phone calls, and marquee messages. F. Share ADA data trends with families in a user-friendly format, celebrating improvements.</p> <p>Staff Responsible for Monitoring: Admin Team Attendance Clerk Instructional Staff Counselor</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Hire, train, and retain high-quality staff members across the campus to ensure strong instructional practices, student success, and a positive school culture.</p> <p>Actions: A. Involve teacher leaders in the interview process to ensure strong instructional alignment and cultural fit. B. Provide a structured onboarding process for all new staff (campus orientation, mentor assignment, resource overview). C. Pair new teachers with mentor teachers for coaching, planning, and instructional support throughout the year. D. Implement regular staff recognition and appreciation initiatives (shoutouts in meetings, newsletters, staff events). E. Encourage collaborative planning and professional learning communities (PLCs) to build strong team connections.</p> <p>Staff Responsible for Monitoring: Admin Team Leaders of Learners Instructional Facilitator</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts. Root Cause: Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways.</p>
Perceptions
<p>Problem Statement 2: Although it was not low, surveys did indicate a slight decrease in satisfaction with their job according to end of the year surveys Root Cause: Staff reported a slight decrease in job satisfaction due to factors such as increased workload demands, and the need for more consistent support in balancing professional responsibilities with personal well-being.</p>


Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff that feel safe at school.

High Priority

Evaluation Data Sources: Staff and student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen campus safety, security, and student well-being by implementing proactive supervision measures, fostering strong community partnerships, and integrating social-emotional learning programs to ensure students and staff feel physically and emotionally safe at school.</p> <p>Actions: A. Local PTA has partnered with Porter to provide off duty officers to attend events where large numbers of people would be coming in and out of our building. B. WATCH Dogs put in place to help monitor the building inside and out to provide an extra set of eyes for security. C. Set multiple daily walks by administrators and head custodian to check doors and walk the perimeter. D. Partner with local churches to provide mentoring programs to students who need extra support. E. CKH program in place to help students feel welcome and have a voice at school F. Implement Character Strong as SEL program with weekly lessons. G. Partner with PTA to provide 2 evenings to have speakers come in to present relevant topics that are current with student concerns. H. Implement de-escalation strategies learned during PD(professional development) from the Sped department.</p> <p>Staff Responsible for Monitoring: Administration, counselor and staff</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			







Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were. Root Cause: Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.





Strategy 1 Details	Reviews			
<p>Strategy 1: Comply with all training provided by the district addressing employee safety.</p> <p>Actions: A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings C. Ensure 100% of staff complete required district safety trainings (bloodborne pathogens, sexual harassment, active shooter, etc.) by designated deadlines. D. Reinforce key safety practices from trainings through regular staff meetings and weekly newsletters.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: There were accidents on campus where worker's compensation had to be used for employees. Root Cause: There were minor injuries where more focus and awareness could have possibly prevented an injury.</p>
Perceptions
<p>Problem Statement 1: Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were. Root Cause: Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the campus plan and all required required compliance plans.</p> <p>Actions: A Meet 3 times a year with our Leaders of Learners to review campus plan and evaluate progress. B. Create teacher leadership to help maintain consistency in school and district compliance.</p> <p>Staff Responsible for Monitoring: Admin Leaders of Learners Team</p> <p>Problem Statements: Student Learning 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations. Root Cause: While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.</p>
Perceptions
<p>Problem Statement 2: Although it was not low, surveys did indicate a slight decrease in satisfaction with their job according to end of the year surveys Root Cause: Staff reported a slight decrease in job satisfaction due to factors such as increased workload demands, and the need for more consistent support in balancing professional responsibilities with personal well-being.</p>


Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 4: The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

High Priority

Evaluation Data Sources: Navigate 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures.</p> <p>Actions: A. Contact Officer Brown and Hurst PD when performing lock down drills B. Evaluate each drill afterwards problem solving areas that did not go as planned. C. Safety team will meet to review plans and discuss scenarios to trouble shoot. D. Raptor will be used to aid in communication during drills or actual emergencies with the expectation that 100% of students will be accounted for.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers on safety team</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: There were accidents on campus where worker's compensation had to be used for employees. Root Cause: There were minor injuries where more focus and awareness could have possibly prevented an injury.</p>
Perceptions
<p>Problem Statement 1: Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were. Root Cause: Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way.</p>

State Compensatory

Budget for W.A. Porter Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.31

Brief Description of SCE Services and/or Programs

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Personnel for W.A. Porter Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Darla Cowan	Reading Intervention	0.15
Debra Byczek	Reading Intervention	0.33
Julie Hester	Instructional Facilitator	0.5
Kelly Vaughan	Teacher	0.33