

# Carroll Independent School District

## Old Union Elementary School

### 2025-2026 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics



**Board Approval Date:** October 20, 2025  
**Public Presentation Date:** September 22, 2025

# Mission Statement

CISD educates and inspires every Dragon through a tradition of excellence and innovation in academics, character, and service for life-long success.

## Vision

Empowering all Dragons to achieve excellence.

Tagline: Inspire Excellence

## Value Statement

**Excellence:** We believe in continuously pursuing excellence to achieve a well-rounded experience.

**Integrity and Character:** We believe in exhibiting the highest standards of integrity and character.

**Respectful Relationships:** We believe in building relationships that foster mutual respect.

**Curiosity and Innovation:** We believe in igniting individual curiosity for life-long learning and encouraging risk-taking for innovation.

**Honest Communication:** We believe in communicating honestly and sincerely.

**Service:** We believe in meaningfully serving others.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Old Union Elementary School is a PreK-4th grade campus housed in a building that is nearly nineteen years old. It is one of five elementary school campuses in CISD and serves the southeastern part of the community. There are approximately 470 students enrolled and about 65 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.**

### 2023-2024 Texas Academic Performance Report for Old Union

White 59.2%  
Asian 17.8%  
Hispanic/Latino 12.5%  
Two or More Races 9.2%  
Black/African American 0.9%  
American Indian/Alaska Native 0.0%  
Native Hawaiian/Other Pacific Islander 0.4%

Economically Disadvantaged 2.0%

English Language Learners (ELL) 8.1%

At-Risk 24.8%

Students with Dyslexia 2.0%

Title I 2.0%

Gifted and Talented 11.8%

Special Education 12.7%

### Demographics Strengths

**Old Union Elementary School has many strengths. Some of the most notable demographics strengths include:**

1. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. The campus has extremely high expectations for students. This is expected and valued by parents and the community.

3. The attendance rate at Old Union Elementary School was 96.2% in 2022-23
4. Students at Old Union Elementary School are very accepting of new students regardless of race or ethnicity.
5. The latest TAPR report shows 8.1% of the students are identified as ELL while 12.7% of students are identified as needing Special Education services while 11.8% qualified for Gifted and Talented Education.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners.

**Root Cause:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

# Student Learning

## Student Learning Summary

Old Union Elementary enjoys a long history of outstanding student academic achievement.

### Academic Achievement in Reading

Attendance Rate 97.7% Q3

Accelerated Student Progress in ELA/Reading 52.0% Q1

Grade 3 Reading Performance (Masters Grade Level) 72.0% Q1

Grade 4 Reading Performance (Masters Grade Level) 75.0% Q1

Total Indicators for ELA/Reading 3 of 4

Campus Distinction Outcome: 3 of 4 eligible indicators in Q1 (Top Quartile)

3 of 4 = 75%

### Academic Achievement in Mathematics

Attendance Rate 97.7% Q3

Accelerated Student Progress in Mathematics 73.0% Q1

Grade 3 Mathematics Performance (Masters Grade Level) 57.0% Q2

Grade 4 Mathematics Performance (Masters Grade Level) 78.0% Q1

Total Indicators for Mathematics 2 of 4

Campus Distinction Outcome: 2 of 4 eligible indicators in Q1 (Top Quartile)

2 of 4 = 50%

### Comparative Academic Growth

#### OLD UNION EL (220919107) CARROLL ISD 97

1 CACTUS RANCH EL (246909132) ROUND ROCK ISD 96

2 LAKEVIEW EL (061911106) NORTHWEST ISD 96

3 ROBERT H ROCKENBAUGH EL (220919104) CARROLL ISD 96

4 CANYON CREEK EL (246909125) ROUND ROCK ISD 95

5 WILLIS LANE EL (220907110) KELLER ISD 95

6 CARROLL EL (220919102) CARROLL ISD 94

7 JACK D JOHNSON EL (220919101) CARROLL ISD 94  
8 RIVER RIDGE EL (246913123) LEANDER ISD 94  
9 JOE V HART EL (043919102) LOVEJOY ISD 93  
10 STUARD EL (184907103) ALEDO ISD 93  
11 UNIVERSITY PARK EL (057911104) HIGHLAND PARK ISD 93  
12 BARTON CREEK EL (227909105) EANES ISD 92  
13 EANES EL (227909101) EANES ISD 92  
14 GULLETT EL (227901117) AUSTIN ISD 92  
15 ROBERT L PUSTER EL (043919104) LOVEJOY ISD 92  
16 SHADY GROVE EL (220907108) KELLER ISD 92  
17 TAYLOR EL (220906105) GRAPEVINE-COLLEYVILLE ISD 92  
18 BLANTON EL (061901122) DENTON ISD 91  
19 CEDAR CREEK EL (227909102) EANES ISD 91  
20 CYPRESS SPRINGS EL (105904105) DRIPPING SPRINGS ISD 91  
21 FLORENCE EL (220907102) KELLER ISD 91  
22 LIBERTY EL (220907120) KELLER ISD 91  
23 BRADFIELD EL (057911102) HIGHLAND PARK ISD 90  
24 DAVID EL (170902118) CONROE ISD 90  
25 FOREST TRAIL EL (227909104) EANES ISD 90  
26 PINKERTON EL (057922101) COPPELL ISD 90  
27 COLLEYVILLE EL (220906102) GRAPEVINE-COLLEYVILLE ISD 89  
28 LEADERSHIP PREP SCHOOL (061804001) LEADERSHIP PREP SCHOOL 89  
29 SERENE HILLS EL (227913105) LAKE TRAVIS ISD 89  
30 WALNUT GROVE EL (220919103) CARROLL ISD 89  
31 BRIDGE POINT EL (227909106) EANES ISD 85  
32 ARGYLE WEST (061910103) ARGYLE ISD 83  
33 HYER EL (057911103) HIGHLAND PARK ISD 83  
34 MICHAEL M BOONE EL (057911106) HIGHLAND PARK ISD 80  
35 ARISTOI CLASSICAL ACADEMY (101803041) ARISTOI CLASSICAL ACADEMY 77  
36 BUSHLAND EL (188904101) BUSHLAND ISD 77  
37 RED LICK EL (019911101) RED LICK ISD 75  
38 SEASHORE LEARNING CENTER (178808101) SEASHORE CHARTER SCHOOLS 75  
39 ARMSTRONG EL (057911101) HIGHLAND PARK ISD 74  
40 GALATAS EL (170902120) CONROE ISD 74

### **Comparative Closing the Gaps**

#### **OLD UNION EL (220919107) CARROLL ISD 100**

1 BLANTON EL (061901122) DENTON ISD 100  
2 BRADFIELD EL (057911102) HIGHLAND PARK ISD 100  
3 CACTUS RANCH EL (246909132) ROUND ROCK ISD 100  
4 CANYON CREEK EL (246909125) ROUND ROCK ISD 100  
5 CARROLL EL (220919102) CARROLL ISD 100  
6 COLLEYVILLE EL (220906102) GRAPEVINE-COLLEYVILLE ISD 100

7 CYPRESS SPRINGS EL (105904105) DRIPPING SPRINGS ISD 100  
8 DAVID EL (170902118) CONROE ISD 100  
9 EANES EL (227909101) EANES ISD 100  
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26 LIBERTY EL (220907120) KELLER ISD 98  
27 BARTON CREEK EL (227909105) EANES ISD 96  
28 SERENE HILLS EL (227913105) LAKE TRAVIS ISD 94  
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37 RED LICK EL (019911101) RED LICK ISD 79  
38 BUSHLAND EL (188904101) BUSHLAND ISD 78  
39 GALATAS EL (170902120) CONROE ISD 77  
40 SEASHORE LEARNING CENTER (178808101) SEASHORE CHARTER SCHOOLS 71

## Student Learning Strengths

### Below is a summary of the 2021 STAAR Campus and District Results:

- 3rd Grade Math-District 96% Approaches; 75% Meets and 49% Masters
- 3rd Grade Math-OUES 95% Approaches (-1%); 73% Meets (-2%) and 45% Masters (-4%)

- 3rd Grade Reading-District 97% Approaches; 84% Meets and 59% Masters
- 3rd Grade Reading-OUES 98% Approaches (+1%); 82% Meets (-2%) and 56% Masters (-3%)
- 4th Grade Math-District 96% Approaches; 80% Meets and 62% Masters
- 4th Grade Math-OUES 97% Approaches (+1%); 85% Meets (+5%) and 74% Masters (+12%)
- 4th Grade Reading-District 93% Approaches; 79% Meets and 52% Masters
- 4th Grade Reading-OUES 96% (+3%) Approaches; 86% Meets (+7%) and 53% Masters (+1%)
- 4th Grade Writing District 92% Approaches; 74% Meets and 40% Masters
- 4th Grade Writing-OUES 94% Approaches (+2%); 79% Meets (+5%) and 50% Masters (+10%)

**Below is a summary of the 2022 STAAR Campus and District Results:**

- 3rd Grade Math-District 96% Approaches; 84% Meets and 62% Masters
- 3rd Grade Math-OUES 94% Approaches (-2%); 79% Meets (-5%) and 57% Masters (-5%)
- 3rd Grade Reading-District 98% Approaches; 90% Meets and 72% Masters
- 3rd Grade Reading-OUES 96% Approaches (-2%); 89% Meets (-1%) and 72% Masters
- 4th Grade Math-District 98% Approaches; 86% Meets and 69% Masters
- 4th Grade Math-OUES 98% Approaches; 91% Meets (+5%) and 76% Masters (+7%)
- 4th Grade Reading-District 99% Approaches; 92% Meets and 72% Masters
- 4th Grade Reading-OUES 99% Approaches; 91% Meets (-1%) and 74% Masters (+2%)

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score.

**Root Cause:** Addressing these root causes requires a comprehensive approach that includes targeted interventions, professional development, data-driven instruction and family engagement. By addressing these underlying issues, schools can improve literacy outcomes and increase the percentage of students scoring at or above benchmark on the Amplify/DIBELS assessment composite score.

**Problem Statement 2 (Prioritized):** Our campus has offered limited student leadership clubs the past few years and has also provided few interactive opportunities during the instructional day. As a result, students have fewer chances to engage in leadership roles, collaborative activities, and hands-on learning experiences that build ownership and foster deeper connections to their school community.

**Root Cause:** Addressing these root causes may require a multi-faceted approach, including securing additional resources, building awareness and interest among students, staff, and administrators. By addressing these underlying issues, the school can create opportunities for students to develop leadership skills, contribute to their school community, and thrive as future leaders.

**Problem Statement 3 (Prioritized):** Teachers seek to challenge students beyond just approaching the grade-level TEKS standards.

**Root Cause:** Addressing these root causes may require a comprehensive approach that includes professional development, curriculum review and revision, resource allocation, and a

shift in support efforts to challenge students beyond grade-level standards. By addressing these underlying issues, teachers can provide more meaningful and enriching learning experiences that meet needs of high-achieving students.

**Problem Statement 4 (Prioritized):** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners.

**Root Cause:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

**Problem Statement 5 (Prioritized):** The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2025-26 school year.

**Root Cause:** Addressing these root causes may require a comprehensive approach that includes awareness, targeted education, improvement of school policies and practices, and ongoing monitoring and support. By addressing these underlying issues, the school can work towards achieving its goal of improving the attendance rate for the 2025-26 school year.

**Problem Statement 6 (Prioritized):** Students are not consistently developing essential digital literacy skills, such as proper keyboarding techniques, which are foundational for academic success on digital platforms.

**Root Cause:** Students have not had consistent, structured opportunities to practice and master keyboarding skills, leaving them unprepared for technology-integrated learning and assessments.

**Problem Statement 7 (Prioritized):** Inconsistencies in communication practices and instructional alignment, which impacts both student learning and stakeholder engagement.

**Root Cause:** Teachers and staff use varied formats, platforms, and timelines to share information, which results in miscommunication and stakeholder frustration. The lack of a unified communication framework prevents messages from being clear, timely, and consistent.

# School Processes & Programs

## School Processes & Programs Summary

Old Union Elementary School is a professional learning community where teachers meet weekly to analyze data, discuss student growth, and engage in dialogue regarding best practice, remediation, and extension. Our interventionist and special programs faculty (i.e. special education, behavior team, ESL, and Language Science) meet every six weeks with administration and teachers to discuss student academic and behavioral needs.

OUES works diligently to recruit, hire and retain highly qualified and student-focused staff. All teachers are evaluated yearly using the district TEAM instrument which requires goal setting, observations, walk-throughs, and pre and post conferences with administrators in order to improve overall practice.

Paired with ongoing data analysis and needs assessments, OUES, as well as the district, provides professional development sessions for staff throughout the year and into the summer. OUES works to maintain a positive culture and climate that focuses on growth for all students and staff.

OUES provides individual iPads to every student.

## School Processes & Programs Strengths

### Structured Professional Development on Campus Throughout the Year

- Staff Lead and Learn Faculty Meetings
- PLC/Intervention Lead Professional Development with Administration
- Monthly Meetings with Teams/Admin to Review Data, Resources Used and Plan Interventions/Enrichment
- Monthly Team Leader Professional Development

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our campus has offered limited student leadership clubs the past few years and has also provided few interactive opportunities during the instructional day. As a result, students have fewer chances to engage in leadership roles, collaborative activities, and hands-on learning experiences that build ownership and foster deeper connections to their school community.

**Root Cause:** Addressing these root causes may require a multi-faceted approach, including securing additional resources, building awareness and interest among students, staff, and administrators. By addressing these underlying issues, the school can create opportunities for students to develop leadership skills, contribute to their school community, and thrive as future leaders.

**Problem Statement 2 (Prioritized):** The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score.

**Root Cause:** Addressing these root causes requires a comprehensive approach that includes targeted interventions, professional development, data-driven instruction and family

engagement. By addressing these underlying issues, schools can improve literacy outcomes and increase the percentage of students scoring at or above benchmark on the Amplify/DIBELS assessment composite score.

**Problem Statement 3 (Prioritized):** Teachers seek to challenge students beyond just approaching the grade-level TEKS standards.

**Root Cause:** Addressing these root causes may require a comprehensive approach that includes professional development, curriculum review and revision, resource allocation, and a shift in support efforts to challenge students beyond grade-level standards. By addressing these underlying issues, teachers can provide more meaningful and enriching learning experiences that meet needs of high-achieving students.

**Problem Statement 4 (Prioritized):** The campus will continue to focus on helping students and staff feel safe at school.

**Root Cause:** Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.

**Problem Statement 5 (Prioritized):** The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2025-26 school year.

**Root Cause:** Addressing these root causes may require a comprehensive approach that includes awareness, targeted education, improvement of school policies and practices, and ongoing monitoring and support. By addressing these underlying issues, the school can work towards achieving its goal of improving the attendance rate for the 2025-26 school year.

**Problem Statement 6 (Prioritized):** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners.

**Root Cause:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

**Problem Statement 7 (Prioritized):** Inconsistencies in communication practices and instructional alignment, which impacts both student learning and stakeholder engagement.

**Root Cause:** Teachers and staff use varied formats, platforms, and timelines to share information, which results in miscommunication and stakeholder frustration. The lack of a unified communication framework prevents messages from being clear, timely, and consistent.

**Problem Statement 8 (Prioritized):** Students are not consistently developing essential digital literacy skills, such as proper keyboarding techniques, which are foundational for academic success on digital platforms.

**Root Cause:** Students have not had consistent, structured opportunities to practice and master keyboarding skills, leaving them unprepared for technology-integrated learning and assessments.

# Perceptions

## Perceptions Summary

Our school invests in building connections and enjoys a warm, inviting culture where students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents.

Old Union Elementary School has very few problems with discipline. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Additionally, while bullying is not considered a problem, the campus feels it is important to remain proactive to prevent bullying. Our focus continues to be growing kindness and respect for differences.

## Perceptions Strengths

Old Union Elementary School celebrates a healthy, supportive culture.

Students report that they feel safe at school.

OUES celebrates student acts of kindness.

Students readily follow school rules and expectations.

Students are accepting of students new to OUES and CISD.

Teachers feel empowered and valued. They report that OUES is a great place to work.

Administrators work closely with faculty and staff in decision-making.

Teachers feel that they have a voice in the decisions that are made.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The campus will continue to focus on helping students and staff feel safe at school.

**Root Cause:** Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.

**Problem Statement 2 (Prioritized):** Inconsistencies in communication practices and instructional alignment, which impacts both student learning and stakeholder engagement.

**Root Cause:** Teachers and staff use varied formats, platforms, and timelines to share information, which results in miscommunication and stakeholder frustration. The lack of a unified communication framework prevents messages from being clear, timely, and consistent.

# Priority Problem Statements

**Problem Statement 1:** The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2025-26 school year.

**Root Cause 1:** Addressing these root causes may require a comprehensive approach that includes awareness, targeted education, improvement of school policies and practices, and ongoing monitoring and support. By addressing these underlying issues, the school can work towards achieving its goal of improving the attendance rate for the 2025-26 school year.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score.

**Root Cause 2:** Addressing these root causes requires a comprehensive approach that includes targeted interventions, professional development, data-driven instruction and family engagement. By addressing these underlying issues, schools can improve literacy outcomes and increase the percentage of students scoring at or above benchmark on the Amplify/DIBELS assessment composite score.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Teachers seek to challenge students beyond just approaching the grade-level TEKS standards.

**Root Cause 3:** Addressing these root causes may require a comprehensive approach that includes professional development, curriculum review and revision, resource allocation, and a shift in support efforts to challenge students beyond grade-level standards. By addressing these underlying issues, teachers can provide more meaningful and enriching learning experiences that meet needs of high-achieving students.

**Problem Statement 3 Areas:** Student Learning - School Processes & Programs

**Problem Statement 4:** Our campus has offered limited student leadership clubs the past few years and has also provided few interactive opportunities during the instructional day. As a result, students have fewer chances to engage in leadership roles, collaborative activities, and hands-on learning experiences that build ownership and foster deeper connections to their school community.

**Root Cause 4:** Addressing these root causes may require a multi-faceted approach, including securing additional resources, building awareness and interest among students, staff, and administrators. By addressing these underlying issues, the school can create opportunities for students to develop leadership skills, contribute to their school community, and thrive as future leaders.

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs

**Problem Statement 5:** The campus will continue to focus on helping students and staff feel safe at school.

**Root Cause 5:** Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.

**Problem Statement 5 Areas:** School Processes & Programs - Perceptions

**Problem Statement 6:** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners.

**Root Cause 6:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

**Problem Statement 6 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 7:** Inconsistencies in communication practices and instructional alignment, which impacts both student learning and stakeholder engagement.

**Root Cause 7:** Teachers and staff use varied formats, platforms, and timelines to share information, which results in miscommunication and stakeholder frustration. The lack of a unified communication framework prevents messages from being clear, timely, and consistent.

**Problem Statement 7 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 8:** Students are not consistently developing essential digital literacy skills, such as proper keyboarding techniques, which are foundational for academic success on digital platforms.

**Root Cause 8:** Students have not had consistent, structured opportunities to practice and master keyboarding skills, leaving them unprepared for technology-integrated learning and assessments.

**Problem Statement 8 Areas:** Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: August 25, 2025

## Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

### Performance Objective 1: Objective 1.1:

Encourage and support teachers in implementing innovative teaching methods and techniques.

By providing comprehensive support, resources, and encouragement to help create an environment where teachers feel empowered to explore and implement innovative teaching methods, ultimately leading to enhanced educational outcomes for students.

#### Evaluation Data Sources: MAP Assessments (K-4th)

BOY, MOY, EOY District Assessments (PK-4th)

Common Assessments (2nd-4th)

STAAR Assessments (3rd-4th)

CogAT and ITBS Data (4th)

PLC Meeting Discussions and Outcomes (PK-4th)

Classroom Observations and Walkthroughs

#### Professional Development

Mentorship Programs: Establish mentorship programs where experienced teachers can guide others in experimenting with and implementing new techniques.

#### Collaborative Environment

Professional Learning Communities (PLCs): Establish PLCs where teachers can collaborate, share ideas, and support each other in implementing new teaching methods.

Feedback Systems: Implement systems for teachers to receive constructive feedback from peers and administrators on their innovative teaching practices.

#### Recognition and Incentives

Awards and Recognition: Recognize and reward teachers who successfully implement innovative teaching methods through awards, public acknowledgment, and career advancement opportunities.

#### Evaluation and Adjustment

Continuous Improvement: Regularly evaluate the effectiveness of innovative teaching methods and make adjustments based on data and feedback.

Research and Evidence-Based Practices: Encourage the use of research and evidence-based practices to ensure that the innovative methods being implemented are effective and beneficial for students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the percentage of students in grade K-2 Reading scoring At or Above Benchmark on the Dibels Assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student academic growth as measured by:</p> <p>mCLASS/Amplify/DIBELS</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers: Play a crucial role in delivering effective literacy instruction, implementing research-based strategies, providing differentiated support, and monitoring student progress.</p> <p>Campus Administration: Establish school-wide literacy goals, allocate resources, provide professional development opportunities for teachers, and create a supportive learning environment conducive to literacy development.</p> <p>District Administrators: Set district-wide literacy initiatives, develop curriculum frameworks, provide instructional support, and allocate funding for literacy programs and interventions.</p> <p>CARE Teachers: Offer specialized support for students who struggle with reading, provide professional development for teachers, and collaborate with classroom teachers to implement effective instructional practices.</p> <p>Parents and Guardians: Play a vital role in supporting their child's literacy development at home, encouraging reading habits, and communicating with teachers about their child's progress.</p> <p>Ultimately, a comprehensive approach that involves collaboration among all stakeholders is typically most effective in increasing the percentage of students in grade K-2 reading at or above benchmark levels on assessments like DIBELS.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3, 4 - School Processes &amp; Programs 2, 3, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 3rd and 4th Grade students will improve their mathematics skills by showing growth from the STAAR and MAP test</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Assessment: Improvement in the lowest scored TEKS/SE's from STAAR test</p> <p>3rd Grade: 3.2.B (S); 3.3.F (R); 3.4.A (R); 3.5.A (R); 3.7.B (R)</p> <p>4th Grade: 4.3.D (R); 4.4.E (S); 4.4.H (R); 4.5.D (R); 4.9.B (S)</p> <p>Boost Student Growth Outcomes on the 2026 STAAR: Improve the Rate of Students Meeting or Exceeding the Growth Standard on the 2026 STAAR</p> <p>MAP Assessment:</p>	Formative			Summative
	Nov	Jan	Mar	June

By implementing consistent progress monitoring, data-driven small group instruction, and targeted interventions aligned to MAP assessment strands, students will demonstrate measurable growth in reading and math across all grade levels. Specifically:

Increased Growth Percentiles: At least 70% of students will meet or exceed their projected RIT growth targets on MAP by the end of the year.

Closing Gaps: Students performing below grade level will show accelerated growth, reducing the percentage of students in the bottom quartile.

Instructional Alignment: Teachers will use MAP learning continuum data to adjust instruction, resulting in more precise support for individual student needs.

Campus-Wide Impact: Growth data will reflect overall improvement in foundational literacy and numeracy skills, supporting stronger STAAR outcomes and long-term academic readiness.

**Staff Responsible for Monitoring:** Classroom Teachers: Primary responsibility lies with classroom teachers who directly instruct students. They design and deliver lessons, assess student progress, provide feedback, and offer additional support as needed.

School Administrators: Principals and other school leaders play a crucial role in setting goals, providing resources, and creating a supportive environment for teachers and students. They may allocate funding for instructional materials, organize professional development sessions, and monitor progress.

Curriculum Specialists: These professionals develop or select curriculum materials aligned with state standards and assessments. They may provide guidance to teachers on effective instructional strategies and resources to support mathematics instruction.

District Administrators: District-level administrators oversee multiple schools within a district. They may coordinate professional development initiatives, analyze student performance data, and allocate resources to support mathematics education across schools.

Parents and Guardians: Families play a vital role in supporting students' learning at home and communicating with teachers and school staff. They can reinforce mathematical concepts taught in school, provide encouragement, and advocate for resources and support when needed.

Ultimately, the responsibility for students' improvement in mathematics skills is shared among these various stakeholders, each playing a unique role in supporting student learning and achievement.

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 3, 4 - School Processes & Programs 3, 6

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3rd and 4th Grade students will improve their reading and writing skills by showing growth from the STAAR and MAP test</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Assessment: Improvement in the lowest scored questions from STAAR test:</p> <p>3rd Grade: 3.3.A (S); 3.8.C (R); 3.9.D.i (R); 3.9.E.ii (R); 3.10.! (R); 3.10.D (S)</p> <p>4th Grade: 4.4.E (R); 4.6.H (R); 4.8.A (S); 4.9.B (S); 4.9.D.i (R); 4.10.A (R); 4.10.B (S); 4.11.B.ii (R); 4.11.D.i (R); 4.11.D.ix (S)</p> <p>Boost Student Growth Outcomes on the 2026 STAAR: Improve the Rate of Students Meeting or Exceeding the Growth Standard on the 2026 STAAR</p> <p>MAP Assessment: By implementing consistent progress monitoring, data-driven small group instruction, and targeted interventions aligned to MAP assessment strands, students will demonstrate measurable growth in reading and math across all grade levels. Specifically:</p> <p>Increased Growth Percentiles: At least 70% of students will meet or exceed their projected RIT growth targets on MAP by the end of the year.</p> <p>Closing Gaps: Students performing below grade level will show accelerated growth, reducing the percentage of students in the bottom quartile.</p> <p>Instructional Alignment: Teachers will use MAP learning continuum data to adjust instruction, resulting in more precise support for individual student needs.</p> <p>Campus-Wide Impact: Growth data will reflect overall improvement in foundational literacy and numeracy skills, supporting stronger STAAR outcomes and long-term academic readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers: Primary responsibility lies with classroom teachers who directly instruct students. They design and deliver lessons, assess student progress, provide feedback, and offer additional support as needed.</p> <p>School Administrators: Principals and other school leaders play a crucial role in setting goals, providing resources, and creating a supportive environment for teachers and students. They may allocate funding for instructional materials, organize professional development sessions, and monitor progress.</p> <p>Curriculum Specialists: These professionals develop or select curriculum materials aligned with state standards and assessments. They may provide guidance to teachers on effective instructional strategies and resources to support mathematics instruction.</p> <p>District Administrators: District-level administrators oversee multiple schools within a district. They may coordinate professional development initiatives, analyze student performance data, and allocate resources to support mathematics</p>	Formative			Summative
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education across schools.

Parents and Guardians: Families play a vital role in supporting students' learning at home and communicating with teachers and school staff. They can reinforce mathematical concepts taught in school, provide encouragement, and advocate for resources and support when needed.

Ultimately, the responsibility for students' improvement in reading skills is shared among these various stakeholders, each playing a unique role in supporting student learning and achievement.

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 3, 4 - School Processes & Programs 3, 6



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

**Student Learning**

**Problem Statement 1:** The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score. **Root Cause:** Addressing these root causes requires a comprehensive approach that includes targeted interventions, professional development, data-driven instruction and family engagement. By addressing these underlying issues, schools can improve literacy outcomes and increase the percentage of students scoring at or above benchmark on the Amplify/DIBELS assessment composite score.

**Problem Statement 3:** Teachers seek to challenge students beyond just approaching the grade-level TEKS standards. **Root Cause:** Addressing these root causes may require a comprehensive approach that includes professional development, curriculum review and revision, resource allocation, and a shift in support efforts to challenge students beyond grade-level standards. By addressing these underlying issues, teachers can provide more meaningful and enriching learning experiences that meet needs of high-achieving students.

**Problem Statement 4:** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

## School Processes & Programs

**Problem Statement 2:** The campus Amplify/DIBELS assessment scores showed a need to improve the percentage of students scoring at or above benchmark on the composite score. **Root Cause:** Addressing these root causes requires a comprehensive approach that includes targeted interventions, professional development, data-driven instruction and family engagement. By addressing these underlying issues, schools can improve literacy outcomes and increase the percentage of students scoring at or above benchmark on the Amplify/DIBELS assessment composite score.

**Problem Statement 3:** Teachers seek to challenge students beyond just approaching the grade-level TEKS standards. **Root Cause:** Addressing these root causes may require a comprehensive approach that includes professional development, curriculum review and revision, resource allocation, and a shift in support efforts to challenge students beyond grade-level standards. By addressing these underlying issues, teachers can provide more meaningful and enriching learning experiences that meet needs of high-achieving students.

**Problem Statement 6:** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

**Goal 1: Goal 1**

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

**Performance Objective 2: Objective 1.2:**

Evaluating current student offerings and exploring new student opportunities is essential to ensure that students receive a well-rounded, engaging, and effective education.

By thoroughly evaluating current offerings and strategically exploring new opportunities, schools can create a dynamic and supportive environment that meets the evolving needs of students.

**Evaluation Data Sources:** Club Participation Numbers

Involve students in the decision-making process through surveys, focus groups, and student councils.

Engage parents and community members to gather insights and support.

Establish a feedback loop to continuously collect and act on input from participants.

Ensure adequate budgeting for new programs and initiatives.

Conduct regular reviews of new programs to assess their impact and make necessary adjustments.

Use data and metrics to guide decision-making and ensure continuous improvement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Explore and assess opportunities for students to pursue their passions and non-academic interests.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and involvement through opportunities such as:</p> <ul style="list-style-type: none"> <li>Clubs</li> <li>Makerspaces</li> <li>Open Gym/ Open Library</li> <li>Encore (Art, Music, PE)</li> <li>Science Lab</li> <li>Library</li> <li>Technology</li> </ul> <p><b>Staff Responsible for Monitoring:</b> All Campus Staff</p> <p>School Administrators: Administrators play a crucial role in overseeing the evaluation of current student offerings and the exploration of new opportunities. They can establish committees or task forces to assess existing programs, gather input from stakeholders, and research innovative educational practices. Administrators are also responsible for allocating resources and making decisions regarding the implementation of new student opportunities.</p>	Formative			Summative
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Curriculum Coordinators and Specialists: These professionals are responsible for designing, developing, and updating the curriculum to ensure that it meets the needs of all students and aligns with academic standards. They collaborate with teachers, administrators, and other stakeholders to identify areas for improvement and innovation in student offerings.

Teachers: Teachers provide valuable insights into the effectiveness of current student offerings based on their experiences in the classroom. They can participate in curriculum review committees, pilot new programs or initiatives, and provide feedback on potential enhancements to student opportunities.

Students: Students are important stakeholders in the evaluation of student offerings and the exploration of new opportunities. Their input can help identify areas where improvements are needed and suggest ideas for innovative programs or activities that would enhance their educational experience.

Parents and Guardians: Parents and guardians can provide valuable feedback on current student offerings and contribute ideas for new opportunities based on their observations and experiences with their children. They can also advocate for programs or initiatives that they believe would benefit their children and the broader student community.

Community Partners: Collaboration with community organizations, businesses, universities, and other stakeholders can provide additional resources, expertise, and opportunities for students. Partnerships with external organizations can enrich the educational experience by offering internships, mentorship programs, and hands-on learning opportunities outside of the classroom.

By involving these stakeholders and fostering collaboration, schools can ensure that students receive a well-rounded, engaging, and effective education that prepares them for success in school and beyond.

**ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Student Learning 2 - School Processes & Programs 1

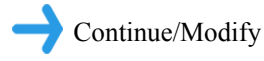
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No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Our campus has offered limited student leadership clubs the past few years and has also provided few interactive opportunities during the instructional day. As a result, students have fewer chances to engage in leadership roles, collaborative activities, and hands-on learning experiences that build ownership and foster deeper connections to their school community. **Root Cause:** Addressing these root causes may require a multi-faceted approach, including securing additional resources, building awareness and interest among students, staff, and administrators. By addressing these underlying issues, the school can create opportunities for students to develop leadership skills, contribute to their school community, and thrive as future leaders.

**School Processes & Programs**

**Problem Statement 1:** Our campus has offered limited student leadership clubs the past few years and has also provided few interactive opportunities during the instructional day. As a result, students have fewer chances to engage in leadership roles, collaborative activities, and hands-on learning experiences that build ownership and foster deeper connections to their school community. **Root Cause:** Addressing these root causes may require a multi-faceted approach, including securing additional resources, building awareness and interest among students, staff, and administrators. By addressing these underlying issues, the school can create opportunities for students to develop leadership skills, contribute to their school community, and thrive as future leaders.

## **Goal 1:** Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

### **Performance Objective 3:** Objective 1.3:

Ensuring a safe educational environment for all students and staff is paramount for fostering a positive and productive learning atmosphere.

By implementing these strategies, schools can create a safe, inclusive, and supportive environment that promotes the well-being and success of all students and staff.

**Evaluation Data Sources:** Intruder Audits  
City/District Unannounced Lockdown Training's  
Safety Training Logs

Facility Maintenance and Upgrades (FMX requests)

Conduct regular safety inspections of school facilities to identify and address potential hazards.

Ensure that fire extinguishers, smoke detectors, alarms, and first aid kits are readily available and maintained.

Implement controlled access to school buildings, such as secure entry points and visitor check-in procedures.

Surveillance cameras in key areas to monitor activities and deter unauthorized access.

Develop and communicate clear emergency response plans and procedures.

Implement programs to educate students and staff about bullying, its effects, and ways to prevent it.

Inform students and staff of the district reporting systems for students and staff to report bullying or harassment. (StopIt)

Provide access to school counselors, LSSPs for students and staff.

Ensure that students with disabilities receive appropriate accommodations and support.

Provide language assistance for non-native English speakers and their families.

Maintain high standards of cleanliness and sanitation in all school facilities, including classrooms, restrooms, and cafeterias.

Follow health guidelines for preventing the spread of infectious diseases, including hand washing stations and availability of hand sanitizers.

Ensure that a qualified nurse is available on-site to handle medical emergencies and health issues.

Educate students and staff about online safety, including safe browsing practices, recognizing cyberbullying, and protecting personal information. (Lightspeed)

Foster open lines of communication between the school, parents, and the community regarding safety policies and procedures.

Encourage parental involvement in school safety initiatives and programs.


Collaborate with local law enforcement agencies to ensure a coordinated response to safety concerns.

Utilize community resources and programs to enhance school safety and support services.

Regularly update safety policies and procedures to reflect best practices and new safety standards.

Provide ongoing training for staff and students to keep safety knowledge and skills up to date.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct all required district and state safety training's as scheduled.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure 100% compliance on all required safety training's.</p> <p>Conduct regular emergency drills, including fire, lockdown, and evacuation drills, to prepare students and staff for potential emergencies.</p> <p>Provide ongoing training for staff and students to keep safety knowledge and skills up to date.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus SRO All Campus Staff</p> <p>School Administrators: Administrators are responsible for establishing and enforcing policies and procedures related to school safety. They oversee security measures, emergency preparedness plans, and the allocation of resources to support a safe learning environment.</p> <p>Teachers and Staff: Teachers and staff members play a critical role in implementing safety protocols, supervising students, and promoting a culture of respect and inclusivity in the classroom and throughout the school.</p> <p>Students: Students are encouraged to actively participate in creating a safe school environment by respecting each other, reporting any safety concerns to adults, and following school rules and procedures.</p> <p>Parents and Guardians: Parents and guardians are partners in maintaining school safety by supporting school policies, communicating with school staff about safety concerns, and fostering positive behavior and attitudes at home.</p> <p>Community Partners: Collaboration with law enforcement agencies, mental health professionals, community organizations, and other stakeholders can enhance school safety efforts through resources, expertise, and support services.</p> <p>Policy Makers and Government Agencies: Policymakers at the local, state, and national levels play a role in developing legislation, regulations, and funding initiatives to support school safety measures and initiatives.</p> <p>By working together, these stakeholders can create a safe and supportive environment where students and staff can thrive academically, socially, and emotionally.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4 - Perceptions 1</p>	Formative			Summative
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**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
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<b>Problem Statement 4:</b> The campus will continue to focus on helping students and staff feel safe at school. <b>Root Cause:</b> Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.
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<b>Perceptions</b>
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<b>Problem Statement 1:</b> The campus will continue to focus on helping students and staff feel safe at school. <b>Root Cause:</b> Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.
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**Goal 2:** Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

**Performance Objective 1:** Objective 2.1:

Develop: Design and implement a professional growth strategy for staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Developing staff-centric, tailored professional development opportunities is crucial for enhancing the skills, knowledge, and satisfaction of educators.</p> <p>By implementing these strategies, OUES can create a supportive, engaging, and effective professional development environment that caters to the individual needs of their staff, ultimately leading to improved teaching practices and better educational outcomes for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Hold meetings with teachers to discuss their teaching goals and areas where they seek improvement.</p> <p>Use classroom observation data to identify areas where teachers might benefit from additional training.</p> <p>Analyze student performance data to determine which teaching practices need enhancement.</p> <p>Teachers develop personalized professional development plans based on each teacher's strengths, weaknesses, and career aspirations. (Professional and Student Learning Outcome Goals)</p> <p>Review and update these plans regularly to reflect ongoing progress and emerging needs. (Teacher Summative Conferences)</p> <p>Differentiated Learning Opportunities (CISD Summer Conference, Outside Conferences)</p> <p>Utilize experts and experienced educators to lead sessions, providing practical insights and proven strategies.</p> <p>Facilitate collaborative learning opportunities, such as group discussions, peer observations, and professional learning communities (PLCs).</p> <p>Pair less experienced teachers with veteran mentors for ongoing guidance and support.</p> <p>Schedule regular check-ins between mentors and mentees to discuss progress and challenges.</p> <p>Provide access to instructional coaches who can offer personalized feedback and support.</p> <p><b>Staff Responsible for Monitoring:</b> School Administrators: Administrators play a crucial role in identifying the professional development needs of staff members and allocating resources to support tailored opportunities. They can establish professional development plans that align with school goals and priorities, provide time for teachers to</p>	Formative			Summative
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participate in training sessions, and create a supportive environment that values continuous learning.

Curriculum and Instruction Leaders and Coaches: Instructional leaders, such as curriculum coordinators, department heads, and instructional coaches, can provide targeted support and mentorship to teachers based on their individual needs and goals. They can offer personalized coaching, model effective teaching strategies, and facilitate professional learning communities focused on specific areas of expertise.

Professional Development Coordinators: These professionals are responsible for coordinating and implementing professional development initiatives at the school or district level. They can collaborate with administrators, instructional leaders, and external partners to design and deliver training sessions, workshops, and other learning opportunities that address the unique needs of educators.

Teachers Themselves: Teachers are active participants in their own professional development. They can identify areas for growth, seek out relevant resources and training opportunities, and collaborate with colleagues to share best practices and learn from one another. Teachers can also provide feedback on professional development offerings to inform future planning and improvement.

By involving these stakeholders and tailoring professional development opportunities to meet the diverse needs and interests of educators, schools can enhance the skills, knowledge, and satisfaction of their staff members, ultimately leading to improved student outcomes.

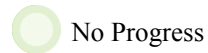
**TEA Priorities:**

Recruit, support, retain teachers and principals

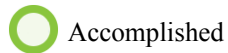
**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

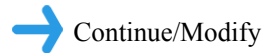
**Problem Statements:** Demographics 1 - Student Learning 3, 4 - School Processes & Programs 3, 6



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

**Student Learning**

**Problem Statement 3:** Teachers seek to challenge students beyond just approaching the grade-level TEKS standards. **Root Cause:** Addressing these root causes may require a comprehensive approach that includes professional development, curriculum review and revision, resource allocation, and a shift in support efforts to challenge students beyond grade-level standards. By addressing these underlying issues, teachers can provide more meaningful and enriching learning experiences that meet needs of high-achieving students.

### Student Learning

**Problem Statement 4:** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

### School Processes & Programs

**Problem Statement 3:** Teachers seek to challenge students beyond just approaching the grade-level TEKS standards. **Root Cause:** Addressing these root causes may require a comprehensive approach that includes professional development, curriculum review and revision, resource allocation, and a shift in support efforts to challenge students beyond grade-level standards. By addressing these underlying issues, teachers can provide more meaningful and enriching learning experiences that meet needs of high-achieving students.

**Problem Statement 6:** With a high percentage of GT students-11.8%, and a high percentage of SPED students-12.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Addressing these root causes requires a comprehensive approach that includes professional development, resource allocation and collaboration. By addressing these underlying issues, schools can create a more supportive learning environment that meets the needs of all students.

**Goal 2:** Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

**Performance Objective 2:** Objective 2.2:

Assessing and prioritizing the needs of dedicated and engaged staff is essential for retention and maintaining a positive and productive educational environment.

By systematically assessing and prioritizing the needs of dedicated and engaged staff, and implementing targeted strategies to address those needs, OUES can create a supportive and motivating environment that promotes long-term retention and satisfaction.

**Evaluation Data Sources:** Hold meetings with staff members to obtain detailed insights into their experiences and needs.

Analyze data from exit interviews to understand why staff are leaving and identify common themes.

Review performance metrics and staff attendance records to identify areas where additional support might be needed.

Identify urgent needs that impact day-to-day operations, such as classroom resources, administrative support, and safety concerns.

Identify long-term needs related to professional development, career advancement, and personal growth.

Ensure that the prioritized needs align with the school's strategic goals and mission.

Involve key stakeholders, including school leaders, in the prioritization process to ensure alignment with overall objectives.

Assess the availability of resources (financial, human, and material) to address the identified needs.

Develop programs to regularly acknowledge and reward dedicated staff, such as 'Staff MVP' awards.

Establish mentorship programs where experienced teachers can support newer staff members.

Ensure that teachers have access to the necessary classroom resources and materials to perform their jobs effectively.





Increase administrative support to reduce the burden of non-teaching tasks on teachers.

Foster collaboration through PLCs where teachers can share best practices and support each other.

Maintain open lines of communication between staff and administration to ensure that concerns are heard and addressed promptly.

Schedule regular check-ins with staff to monitor their satisfaction and address any emerging issues.

Create continuous feedback meetings where staff can provide ongoing input on implemented changes.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a Staff Advisory Committee (SAC) composed of representatives from each grade level and department to meet monthly with campus leadership to discuss concerns, share ideas, and collaboratively develop solutions to support staff well-being and professional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Rationale: Creating a representative forum for open dialogue allows staff voices to be heard in a meaningful, ongoing way, building trust, transparency, and shared ownership of campus improvement efforts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, SAC Committee Members</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 4:</b> The campus will continue to focus on helping students and staff feel safe at school. <b>Root Cause:</b> Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> The campus will continue to focus on helping students and staff feel safe at school. <b>Root Cause:</b> Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.</p>

**Goal 3:** Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

**Performance Objective 1:** Objective 3.1:

Providing proactive and responsive support and training for purposeful instructional technology usage involves several key strategies to ensure that teachers are confident and effective in integrating technology into their classrooms.

By implementing these strategies, the district and OUES can provide proactive and responsive support and training for purposeful instructional technology usage, leading to enhanced teaching and learning experiences.

**Evaluation Data Sources:** Offer foundational training sessions for new technologies, covering basic functionalities and classroom applications. (new hire)

Ensure teachers have easy access to necessary software, applications, and hardware.

Regularly showcase examples of successful technology integration by other teachers within the school or district.

Use of the help desk with a ticketing system to manage and prioritize tech support requests efficiently.

Schedule regular check-ins with teachers to gather feedback on technology integration and address any challenges they are facing.





Ensure that technology integration supports curriculum goals and enhances learning outcomes.

Encourage the use of technology to facilitate student-centered learning, enabling personalized and adaptive learning experiences.

Ensure that school leaders and administrators actively support and participate in technology integration initiatives.

Recognize and celebrate teachers who effectively integrate technology into their teaching.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review and analyze data gathered related to use of technology and usability training.</p> <p><b>Strategy's Expected Result/Impact:</b> Determine if action steps are needed.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Technology Specialists: These specialists, often part of the district's technology department, play a central role in providing direct support and training to teachers. They offer expertise on how to effectively integrate technology tools and resources into instructional practices. This includes offering workshops, one-on-one coaching sessions, and demonstrations tailored to teachers' needs and skill levels.</p> <p>Professional Development Coordinators: Professionals responsible for organizing and coordinating professional development opportunities within the district can ensure that technology training is prioritized and accessible to all teachers. They collaborate with instructional technology specialists to plan and schedule workshops, seminars, and ongoing training sessions focused on purposeful technology integration.</p> <p>School Administrators: Principals and other school leaders play a critical role in fostering a culture that values and supports the use of instructional technology. They allocate time and resources for technology training, encourage participation in professional development opportunities, and provide ongoing encouragement and feedback to teachers as they incorporate technology into their instruction.</p> <p>Curriculum Developers: Those responsible for developing curriculum materials and resources can integrate technology-enhanced lessons and activities into the curriculum. By aligning technology usage with curriculum objectives, they ensure that teachers have the support they need to seamlessly integrate technology into their instructional practices.</p> <p>Technology Support Staff: IT support staff within the district or school are responsible for ensuring that technology infrastructure is reliable and accessible. They provide technical assistance to teachers encountering challenges with hardware, software, or network connectivity, enabling them to focus on effective instructional practices rather than troubleshooting technology issues.</p> <p>Peer Mentors or Teacher Leaders: Experienced teachers who excel in using instructional technology can serve as peer mentors or teacher leaders. They can provide guidance, share best practices, and offer support to colleagues who are newer to integrating technology into their teaching. Peer-to-peer collaboration can be a valuable source of ongoing support and professional growth.</p> <p>By leveraging the expertise and resources of these various stakeholders, districts can provide comprehensive support and training to ensure that teachers are confident and effective in integrating technology into their classrooms in a purposeful and impactful way.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will use proper keyboarding techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Keyboarding Skills</p> <p><b>Staff Responsible for Monitoring:</b> Teachers: Classroom teachers are primarily responsible for teaching proper keyboarding techniques to students. They integrate keyboarding instruction into their curriculum, provide demonstrations, and offer guidance on correct hand positioning, posture, and typing speed. Teachers may incorporate keyboarding lessons into computer literacy or technology courses, as well as into subjects where typing is necessary for assignments, such as English or social studies.</p> <p>Technology Coordinators or Specialists: Technology coordinators or specialists within the district can support teachers by providing resources, training, and guidance on effective keyboarding instruction. They may recommend specific software programs or online tools designed to teach and reinforce proper keyboarding techniques. These specialists can also assist in troubleshooting technical issues related to keyboarding instruction.</p> <p>Curriculum Developers: Those responsible for developing curriculum materials and standards may include keyboarding instruction as part of the overall technology literacy curriculum. By integrating keyboarding skills into curriculum frameworks, curriculum developers ensure that students receive consistent and systematic instruction across grade levels.</p> <p>School Administrators: Principals and other school leaders play a role in prioritizing keyboarding instruction within the school's curriculum. They allocate resources, such as funding for keyboarding software or equipment, and support professional development opportunities for teachers to enhance their keyboarding instruction skills. Administrators may also set expectations for keyboarding proficiency and monitor progress through assessments or performance benchmarks.</p> <p>Parents and Guardians: Parents and guardians can reinforce keyboarding skills at home by providing access to computers or typing software and encouraging regular practice. They can also communicate with teachers to understand the expectations for keyboarding proficiency and support their child's learning outside of school.</p> <p>By working collaboratively, teachers, technology specialists, curriculum developers, school administrators, parents, and community partners can ensure that students receive effective instruction in proper keyboarding techniques, equipping them with essential skills for success in the digital age.</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 8</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 3:** Teachers seek to challenge students beyond just approaching the grade-level TEKS standards. **Root Cause:** Addressing these root causes may require a comprehensive approach that includes professional development, curriculum review and revision, resource allocation, and a shift in support efforts to challenge students beyond grade-level standards. By addressing these underlying issues, teachers can provide more meaningful and enriching learning experiences that meet needs of high-achieving students.

**Problem Statement 6:** Students are not consistently developing essential digital literacy skills, such as proper keyboarding techniques, which are foundational for academic success on digital platforms. **Root Cause:** Students have not had consistent, structured opportunities to practice and master keyboarding skills, leaving them unprepared for technology-integrated learning and assessments.

### School Processes & Programs

**Problem Statement 3:** Teachers seek to challenge students beyond just approaching the grade-level TEKS standards. **Root Cause:** Addressing these root causes may require a comprehensive approach that includes professional development, curriculum review and revision, resource allocation, and a shift in support efforts to challenge students beyond grade-level standards. By addressing these underlying issues, teachers can provide more meaningful and enriching learning experiences that meet needs of high-achieving students.

**Problem Statement 8:** Students are not consistently developing essential digital literacy skills, such as proper keyboarding techniques, which are foundational for academic success on digital platforms. **Root Cause:** Students have not had consistent, structured opportunities to practice and master keyboarding skills, leaving them unprepared for technology-integrated learning and assessments.

**Goal 4:** Goal 4:

Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

**Performance Objective 1:** Objective 4.1:

Improving the attendance rate for the 2025-2026 school year requires a multifaceted approach that addresses the root causes of absenteeism and promotes a culture of regular attendance.

By implementing these strategies, schools can create a supportive environment that encourages regular attendance and addresses the underlying issues that contribute to absenteeism.

**Evaluation Data Sources:** Conduct regular reviews of attendance data to identify patterns and trends.

Use early warning systems to identify students who are at risk of chronic absenteeism.

Maintain regular communication with parents through newsletters, emails, and phone calls to discuss attendance issues and strategies for improvement.

Develop incentive programs to reward students for regular attendance, such as certificates, recognition in school assemblies, and small rewards.

Create a safe and inclusive school environment where all students feel valued and respected.

Implement anti-bullying programs to ensure that students feel safe coming to school.





Establish clear attendance policies and communicate them to students, parents, and staff.

Ensure consistent enforcement of attendance policies with appropriate consequences for unexcused absences.

Create individualized attendance improvement plans for students with significant attendance issues.

Generate monthly attendance reports to monitor progress and identify areas needing additional focus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Educate the community on the importance of daily attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Attendance/ Increased ADA funding.</p> <p><b>Staff Responsible for Monitoring:</b> School Administrators: Administrators play a central role in setting expectations for attendance and creating a positive school culture that values regular attendance. They can develop and implement attendance policies, track attendance data, and provide support and resources to address barriers to attendance.</p> <p>Teachers and Staff: Teachers and staff members can encourage regular attendance by fostering positive relationships with students, communicating the importance of attendance to families, and providing engaging and relevant instruction that motivates students to attend school regularly.</p> <p>School Counselors and Support Staff: Counselors and support staff can identify students who are at risk of chronic absenteeism and provide targeted interventions and support services to address underlying issues. They can collaborate with families, community agencies, and other stakeholders to address barriers to attendance, such as transportation, health, or social-emotional concerns.</p> <p>Parents and Guardians: Parents and guardians play a critical role in ensuring their children attend school regularly. They can communicate with school staff about absences, reinforce the importance of attendance at home, and seek support from the school or community if their child is struggling to attend regularly due to challenges or barriers.</p> <p>Community Partners: Collaboration with community organizations, agencies, and local businesses can provide additional support and resources to improve attendance. Partnerships can include providing transportation assistance, access to health care services, mentoring programs, and incentives for students to attend school regularly.</p> <p>Data Analysts and Researchers: Data analysts and researchers can analyze attendance data to identify trends, patterns, and risk factors associated with absenteeism. They can provide insights and recommendations for targeted interventions and strategies to improve attendance rates.</p> <p>By involving these stakeholders and implementing a multifaceted approach that addresses the root causes of absenteeism, schools can work towards improving attendance rates and promoting a culture of regular attendance for the 2024-2025 school year and beyond.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monthly recognition for students with perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Attendance/ Increased ADA funding.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers: Teachers are often the first to notice and track students' attendance on a daily basis. They play a crucial role in encouraging students to attend school regularly and may provide positive reinforcement and recognition for those with perfect attendance in their classrooms.</p> <p>School Administrators: Principals, vice-principals, and other administrators oversee the implementation of attendance policies and initiatives within the school. They may coordinate monthly recognition programs for students with perfect attendance, organize award ceremonies or assemblies, and communicate the importance of attendance to students, parents, and staff.</p> <p>PEIMS Attendance Coordinators: Some schools have designated attendance coordinators or attendance clerks who are responsible for monitoring and tracking student attendance records. They compile data on students with perfect attendance and work with administrators and teachers to ensure that eligible students are recognized appropriately.</p> <p>Parent-Teacher Associations (PTO's): PTO's or other parent organizations may support efforts to recognize students with perfect attendance by providing funding for awards or incentives, organizing special events or celebrations, or promoting the importance of attendance through newsletters or social media.</p> <p>School Counselors and Support Staff: School counselors and support staff play a role in supporting students who may be struggling with attendance issues. They may provide interventions or support services to help improve attendance and may also be involved in recognizing students who demonstrate improvement in their attendance habits.</p> <p>Students and Parents/Guardians: Students and their parents or guardians are ultimately responsible for ensuring regular school attendance. By emphasizing the importance of attendance and supporting students in their efforts to achieve perfect attendance, families play a crucial role in the success of recognition programs.</p> <p>By involving these stakeholders and fostering collaboration among them, schools can create meaningful and effective monthly recognition programs to celebrate and encourage students with perfect attendance, ultimately promoting a positive school culture and academic success.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 5:** The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2025-26 school year.  
**Root Cause:** Addressing these root causes may require a comprehensive approach that includes awareness, targeted education, improvement of school policies and practices, and ongoing monitoring and support. By addressing these underlying issues, the school can work towards achieving its goal of improving the attendance rate for the 2025-26 school year.

### School Processes & Programs

**Problem Statement 5:** The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2025-26 school year.  
**Root Cause:** Addressing these root causes may require a comprehensive approach that includes awareness, targeted education, improvement of school policies and practices, and ongoing monitoring and support. By addressing these underlying issues, the school can work towards achieving its goal of improving the attendance rate for the 2025-26 school year.

**Goal 5:** Goal 5:

Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

**Performance Objective 1:** Objective 5.1:

Effective Communication: Enhance communication clarity and distribution.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Providing consistency and alignment in the delivery of all campus and teacher communications is crucial for ensuring that stakeholders receive accurate, timely, and cohesive information.</p> <p>By implementing these strategies, OUES can ensure consistent and aligned communication across campus and among teachers, enhancing clarity and fostering a cohesive and informed community.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that all staff members are aware of and understand the communication expectations.</p> <p>Create standardized email templates for different types of communications (e.g., announcements, newsletters, meeting invitations).</p> <p>Develop standardized formats for documents, reports, and newsletters to maintain a consistent look and feel.</p> <p>Use a centralized communication platform (OUES Information HUB) for all internal communications.</p> <p>Identify and use primary channels for official communications (e.g., school website, official email addresses, newsletters).</p> <p>Provide guidelines for using social media to ensure consistency in the type and tone of content posted.</p> <p>Develop an annual communication calendar outlining key dates and events, ensuring that all communications are planned and aligned.</p> <p>Coordinate the timing of announcements and events to avoid overlaps and ensure clear messaging.</p> <p>Track engagement metrics (e.g., open rates, click-through rates) to measure the effectiveness of communications.</p> <p>Generate regular reports on communication effectiveness and share findings with relevant stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> School Administrators: Principals and other school leaders are responsible for setting the tone and expectations for communication within the school. They ensure that all communications align with the school's mission, vision, and goals. Administrators may also establish protocols and guidelines for communication practices among staff members and with external stakeholders.</p>	Formative			Summative
	Nov	Jan	Mar	June

Communication Coordinators or Specialists: Some schools have dedicated communication coordinators or specialists who oversee the development and dissemination of communications. They work closely with school administrators and teachers to ensure that all communications are accurate, timely, and consistent in tone and messaging. Communication specialists may also manage communication channels such as newsletters, websites, social media, and email lists.

Teachers and Staff: Teachers and staff members play a crucial role in communicating information to students, parents, and colleagues. They must adhere to established communication protocols and guidelines set forth by school administrators. Teachers communicate classroom-specific information, such as assignments, schedules, and events, while also ensuring alignment with broader school messages and priorities.

Parent-Teacher Associations (PTO's): PTO's or other parent organizations may assist in communication efforts by disseminating information to parents and guardians, organizing events or meetings, and providing feedback on communication strategies. Collaborating with PTO's ensures that parent perspectives are considered in communication planning and implementation.

District Administrators: District-level administrators provide support and guidance to individual schools in communication efforts. They may develop district-wide communication policies and provide training or resources to schools to ensure consistency in messaging and practices across the district.

Technology and IT Departments: Technology and IT departments within the school or district support communication efforts by maintaining communication platforms, such as websites, email systems, and communication apps. They ensure that these platforms are accessible, user-friendly, and secure, enabling effective communication among stakeholders.

Students: Students are important stakeholders in the communication process. Schools may involve students in communication efforts by providing opportunities for student-led initiatives, such as school newsletters or social media accounts. Involving students in communication activities fosters a sense of ownership and engagement in the school community.

By involving these stakeholders and fostering collaboration among them, educational institutions can ensure that communication is consistent, aligned, and effectively serves the needs of all stakeholders, promoting transparency, engagement, and a strong sense of community.

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Student Learning 7 - School Processes & Programs 7 - Perceptions 2

**Strategy 2 Details**

**Reviews**

**Strategy 2:** Promoting a positive environment that fosters connections and keeps families informed is essential for building strong partnerships between the school and the community.

**Formative**

**Summative**

**Nov**

**Jan**

**Mar**

**June**

By implementing these strategies, schools can create a positive and supportive environment that promotes strong connections and meaningful engagement with families, ultimately enhancing student success and overall school effectiveness.

**Strategy's Expected Result/Impact:** Host orientation sessions (Meet the Teacher; OUES 101 and Curriculum Night) and welcome events at the beginning of each school year to introduce families to the school community.

Organize school tours where families can visit classrooms, meet teachers, and learn about school programs.

Establish parent advisory committees to provide input on school policies, programs, and events. (Site Based)

Send out regular newsletters with updates on school events, important dates, and student achievements.

Use email updates to communicate important announcements, policy changes, and reminders to families.

Maintain an up-to-date school website with information on school policies, programs, and resources.

Provide access to online parent portals where families can view their child's academic progress, attendance records, and upcoming assignments. (Skyward)

Utilize messaging platforms (e.g., Remind, ClassDojo, Skyward, SeeSaw; Group Me) to send instant updates and reminders to families.

Host family fun nights or weekend events where families can participate in games and activities together.

Schedule regular parent-teacher conferences to discuss student progress, set goals, and address any concerns.

Encourage teachers to maintain an open-door policy and be accessible to parents for informal discussions and updates.

Host ceremonies to recognize students' academic achievements, leadership qualities, and contributions to the school community. (All Star Breakfast)

Organize events to celebrate and appreciate the contributions of parents and caregivers to the school community. (Volunteer Breakfast)

Feature stories and profiles in newsletters highlighting the accomplishments and successes of students, families, and staff members.

Invite families to contribute articles, photos, and testimonials to newsletters and school publications.

**Staff Responsible for Monitoring:** School Administrators: Principals and other school leaders set the tone for building strong partnerships between the school and the community. They prioritize family engagement as a core value and ensure that communication efforts are consistent, transparent, and inclusive. Administrators may host events, such as open houses or family nights, to foster connections and provide opportunities for families to engage with the school community.

Teachers and Staff: Teachers and staff members play a crucial role in building positive relationships with families. They communicate regularly with parents and guardians about student progress, upcoming events, and opportunities for involvement. Teachers may also provide resources and support to families to help them engage in their child's education at home.

Parent-Teacher Organization: PTO is instrumental in promoting family engagement and communication. They organize events, fundraisers, and volunteer opportunities that bring families together and support the school community. PTO's also serve as a liaison between parents and school administrators, advocating for the needs and interests of families.

Community Partners and Organizations: Collaboration with local businesses, community organizations, and nonprofits enhances family engagement efforts and strengthens connections between the school and the community. Community partners may sponsor events, provide resources or services, or offer support for initiatives that benefit students and families.

District Administrators: District-level administrators provide support and guidance to individual schools in family engagement efforts. They may develop district-wide policies and initiatives to promote family involvement and ensure that resources and support are available to schools as needed.

Technology and IT Departments: Technology and IT departments support communication efforts by maintaining communication platforms, such as websites, email systems, and communication apps. They ensure that these platforms are user-friendly and accessible to families, facilitating communication between the school and the community.

Students: Students play an active role in promoting a positive school environment and engaging families. Schools may involve students in communication efforts, such as creating newsletters or social media content, to share information and celebrate achievements with families.

By involving these stakeholders and fostering collaboration among them, educational institutions can promote a positive environment that fosters connections and keeps families informed, building strong partnerships between the school and the community for the benefit of students' academic success and overall well-being.

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 4 - Perceptions 1



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 7:** Inconsistencies in communication practices and instructional alignment, which impacts both student learning and stakeholder engagement. **Root Cause:** Teachers and staff use varied formats, platforms, and timelines to share information, which results in miscommunication and stakeholder frustration. The lack of a unified communication framework prevents messages from being clear, timely, and consistent.

### School Processes & Programs

**Problem Statement 4:** The campus will continue to focus on helping students and staff feel safe at school. **Root Cause:** Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.

**Problem Statement 7:** Inconsistencies in communication practices and instructional alignment, which impacts both student learning and stakeholder engagement. **Root Cause:** Teachers and staff use varied formats, platforms, and timelines to share information, which results in miscommunication and stakeholder frustration. The lack of a unified communication framework prevents messages from being clear, timely, and consistent.

### Perceptions

**Problem Statement 1:** The campus will continue to focus on helping students and staff feel safe at school. **Root Cause:** Addressing these root causes may involve implementing a range of safety measures and initiatives, including enhancing physical security, improving emergency preparedness and response protocols, promoting positive school climate and culture, providing training and resources for staff and students, and fostering collaboration with parents, community partners, and law enforcement agencies.

**Problem Statement 2:** Inconsistencies in communication practices and instructional alignment, which impacts both student learning and stakeholder engagement. **Root Cause:** Teachers and staff use varied formats, platforms, and timelines to share information, which results in miscommunication and stakeholder frustration. The lack of a unified communication framework prevents messages from being clear, timely, and consistent.

# 2025-2026 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Counselor	Emily Casdorff	Counselor
Community Representative	Nathan Merritt	Community Member (former parent)
Community Representative	Penny Foster	Community Member-Former Parent/Former Teacher
Business Representative	Breece Higgins	Auto Dealer
Business Representative	Lisa Quinn	Realtor
Paraprofessional	Christine Price	SPED Aide
Classroom Teacher	Tracie Smith	SPED Teacher
Classroom Teacher	Jill Duff	Encore-Art
Classroom Teacher	Sheresa Lee	4th Grade Teacher
Classroom Teacher	Lorrie Arst	3rd Grade Teacher
Classroom Teacher	Katie Luther	2nd Grade Teacher
Classroom Teacher	Bailey Williamson	1st Grade Teacher
Classroom Teacher	Abigail Quintero	Kindergarten Teacher
Classroom Teacher	Amy Nowlin	PreK Teacher
Administrator	Reigan O'Quinn	Assistant Principal
Administrator	Jon Fike	Principal