

Joshua Independent School District
H. D. Staples Elementary
2025-2026 Campus Improvement Plan



Mission Statement

The H.D. Staples community commits to developing exemplary, confident, and creative builders of the future.

Vision

H.D. Staples Elementary will be a highly acclaimed model of educational excellence.

Value Statement

Staples Elementary provides a safe and orderly environment.

Staples Elementary students set goals and achieve high levels of success.

Staples Elementary effectively and efficiently manages resources to promote student success.

Staples Elementary is a source of pride and unity for students, staff, parents, and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

H.D. Staples Elementary is a Pk-5th grade Title I campus in Joshua ISD located in Joshua, Texas. Staples provides a variety of quality educational opportunities. Staples is a Continuous Improvement campus who involves stakeholders in decision making process through campus and district committees and an annual climate survey. Programs for special populations at Staples include At-Risk, Title 1, English as a Second Language, Gifted and Talented, and Special Education.

Staples Elementary student groups include 6.65% Emergent Bilingual (EB), >1% Gifted and Talented, and 21.92% Special Education. Additionally, 58.13% are Economically Disadvantaged and 43.60% are identified as At Risk.

The campus attendance rate is 96.47% which is below the district's goal for attendance. The campus has multiple student groups: 38.92% of students are Hispanic, 56.40% of students are White, >1% of students are African American, and >1% of students are American Indian. 2.22% of our students are claiming Two-or-More Races. For this school year, enrollment decreased to a total of 406 students.

The turnover rate among the staff at H. D. Staples Elementary is traditionally low. The campus rarely has new employees due to the low turnover rate. While the federal mandate for highly qualified requirements has now expired, Staples Elementary continues to employ 100% of employees that are highly qualified.

Demographics Strengths

H.D. Staples has many strengths. Some of the most notable demographic strengths include:

1. Economically disadvantaged perform competitively with all other students in the areas of reading, math, and writing.
2. Staff turnover is low (less than 10%).
3. Staples mobility rate continues to decrease. Rates dropped from 14.7% to 13.8%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Since the pandemic, many of our students exhibit large gaps in their knowledge and development. Increased behavior and social emotional needs are evident as well.

Root Cause: These gaps are evident in our youngest students as a result of parents struggling to juggle work, keep toddler and non-school aged students occupied at home, and balance supporting foundational developmental skills.

Problem Statement 2 (Prioritized): Our Special Education student group, in grades 3-5, continues to fall below the 100% approaches district expectation.

Root Cause: Our Special Education student group continues to increase in size. Progress monitoring and response to intervention must be timely and specific to individual student needs.

Problem Statement 3 (Prioritized): English Learners, in grades 3-5, continue to fall below the 100% approaches district expectation.

Root Cause: Teachers lack a deep understanding of the ELPS and how to integrate instructional strategies for English Learners into their lessons.

Problem Statement 4 (Prioritized): Campus wide attendance continues to fall below the target of 97% each year.

Root Cause: Parents are responsible for bringing their students to school. Some may not see the importance of being at school each and every day. Parent education is a need.

Student Learning

Student Learning Summary

Based on data from the 2025 Accountability Report, Staples students achieved the following passing rates:

2024 STAAR ALL STUDENTS	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE
3rd Math	88%	61%	25%
4th Math	78%	43%	18%
5th Math	83%	54%	26%
3rd Reading	85%	60%	24%
4th Reading	93%	63%	30%
5th Reading	83%	59%	24%
5th Science	80%	50%	20%

The 2025 scores include the performance levels of Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters Levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention.

Approaches Grade Level (which also includes Meets and Masters)

All Grade Levels		
	2024	2025
Reading	85	88
Math	83	85
Science	73	82

Reading - 88%

- African American - 0%
- Hispanic - 88%
- White - 90%

- American Indian - 100%
- Two or More Races - 100%
- Special Education: Current - 60%
- Economically Disadvantaged - 85%
- English Learners - 93%

Math - 85%

- African American - 0%
- Hispanic - 80%
- White - 91%
- American Indian - 100%
- Two or More Races - 100%
- Special Education: Current - 58%
- Economically Disadvantaged - 80%
- English Learners - 86%

Science - 82%

- African American - 0%
- Hispanic - 78%
- White - 91%
- American Indian 0%
- Two or More Races 0%
- Special Education: Current - 44%
- Economically Disadvantaged - 80%
- English Learners - 75%

Student Learning Strengths

Based on data from the 2025 Accountability Report, the campus strengths are:

- SES missed 29% of the available growth points in 2024. In 2025, SES only missed 47 points totaling 22% of points missed. This is a large growth jump from the previous year.
- Academic achievement grew in the areas of reading and math in both 4th and 5th grades.
- 80% of all students, in in reading and math, are approaching grade level or above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Progress in Domain 3 continues to be below district and federal accountability expectations.

Root Cause: Teachers do not always utilize SMART time with fidelity. They should be reteaching with the "by student, by standard" method in small groups each day.

Problem Statement 2 (Prioritized): Lack of foundation skills for all students in reading and math.

Root Cause: Students who missed instruction during COVID or attended virtual instruction did not have sufficient instruction to fill learning gaps. Many students display a lack in foundational skills spanning from learning, speech, behavior, etc. Progress monitoring and response to intervention must be timely and specific to student needs, which are vast.

Problem Statement 3 (Prioritized): In grades 3-5, Special Education scores are significantly below non Special Education student scores on all STAAR tests.

Root Cause: Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

Problem Statement 4 (Prioritized): Academic growth in Domain 3, specifically focusing on math in all sub-populations, falls below district and federal accountability expectations.

Root Cause: Tier 1 instruction must be the first priority. It should be rigorous and taught to mastery. Progress monitoring and interventions are not always specific to individual student needs. Students should be receiving intervention that connects each student to the exact standard they struggle with.

Problem Statement 5 (Prioritized): Academic achievement in Domain 3, specifically focusing on math in our Hispanic population, falls below district and federal accountability expectations.

Root Cause: Tier 1 instruction must be the first priority. It should be rigorous and taught to mastery. Progress monitoring and interventions are not always specific to individual student needs. Students should be receiving intervention that connects each student to the exact standard they struggle with.

Problem Statement 6 (Prioritized): English Learners proficiency in Domain 3 falls below district and federal accountability expectations.

Root Cause: English Learners navigate a new language and rigorous instruction in reading and math. They are faced with challenges that other sub-populations do not face. Without intervention specific to their individual needs, they struggle.

School Processes & Programs

School Processes & Programs Summary

Staples uses the systematic approach model of Continuous Improvement. The Continuous Improvement model provides a systematic alignment using campus Systems Level Checks. Staples employs teachers with ESL and Gifted and Talented certifications and teachers who meet all certification requirements in their academic teaching area. Implementation and alignment of Professional Learning Communities (PLC) is a campus and district wide focus with ongoing support to our staff. The goals of PLC are to create a viable curriculum with aligned common assessments to drive instruction and student achievement. Students who are not making adequate progress are targeted through response to intervention (RtI). Our Pre-K program is a full day program with teachers who meet the criteria of a high quality Pre-K program.

School Processes & Programs Strengths

1. Continuous Improvement procedures are documented and systematic throughout the school year for teachers and administrators.
2. All teachers and administrators are required to complete yearly ELPS training.
3. All teachers are required to complete yearly GT training.
4. Pre-K teachers receive 30+ hours of early childhood training or coaching and are required to have Special Education certification to provide early interventions to students.
5. Principal, Assistant Principal, and a Guiding Coalition Team are trained in the PLC process to provide support to the staff.
6. Staples has a teacher turnover rate of less than 10%.
7. Teachers and Administrators are supported by a district Instructional Technologist to assist with technology programs, implementation, and other technology needs.
8. Teachers and Administrators have access to multiple district Instructional Coaches for classroom support.
9. SMART time allows teachers to focus on specific standards with individual students or groups to target problem areas within a grade level or classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Implementation of Continuous Improvement and PLC strategies vary from year to year.

Root Cause: Implementation, training, and follow up has been inconsistent.

Perceptions

Perceptions Summary

Staples has a comprehensive family engagement plan and provides parental involvement activities. Surveys are conducted annually to receive feedback from our stakeholders and action plans are written if needs are identified. As a Title I campus, we provide opportunities for parental involvement and supplemental resources to enhance the home to school connection. The campus utilizes multiple methods for parent communication including websites, grade level and campus newsletters, emails, phone calls, and face-to-face conferences. For the 2025-2026 school year, Staples has a Parent Teacher Student Organization (PTSO). Parents and community members are encouraged to join the PTSO and participate in volunteer opportunities. Staples focuses on ensuring a safe and orderly environment for all students and staff through implementation of an aligned Emergency Operations Plan.

Perceptions Strengths

1. Parent survey results are consistently favorable.
2. Multiple opportunities are provided for parental and community involvement.
3. Safety audits confirm a safe and orderly environment on our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although not lower than a 90%, parents consistently voice through the campus survey, that they do not know how to volunteer on our campus.

Root Cause: Our PTSO is a growing group of parents who are still working on communication avenues that reach the majority of our parents.

Priority Problem Statements

Problem Statement 1: Lack of foundation skills for all students in reading and math.

Root Cause 1: Students who missed instruction during COVID or attended virtual instruction did not have sufficient instruction to fill learning gaps. Many students display a lack in foundational skills spanning from learning, speech, behavior, etc. Progress monitoring and response to intervention must be timely and specific to student needs, which are vast.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Progress in Domain 3 continues to be below district and federal accountability expectations.

Root Cause 2: Teachers do not always utilize SMART time with fidelity. They should be reteaching with the "by student, by standard" method in small groups each day.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In grades 3-5, Special Education scores are significantly below non Special Education student scores on all STAAR tests.

Root Cause 3: Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Campus wide attendance continues to fall below the target of 97% each year.

Root Cause 4: Parents are responsible for bringing their students to school. Some may not see the importance of being at school each and every day. Parent education is a need.

Problem Statement 4 Areas: Demographics

Problem Statement 5: English Learners, in grades 3-5, continue to fall below the 100% approaches district expectation.

Root Cause 5: Teachers lack a deep understanding of the ELPS and how to integrate instructional strategies for English Learners into their lessons.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Since the pandemic, many of our students exhibit large gaps in their knowledge and development. Increased behavior and social emotional needs are evident as well.

Root Cause 6: These gaps are evident in our youngest students as a result of parents struggling to juggle work, keep toddler and non-school aged students occupied at home, and balance supporting foundational developmental skills.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our Special Education student group, in grades 3-5, continues to fall below the 100% approaches district expectation.

Root Cause 7: Our Special Education student group continues to increase in size. Progress monitoring and response to intervention must be timely and specific to individual student needs.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Implementation of Continuous Improvement and PLC strategies vary from year to year.

Root Cause 8: Implementation, training, and follow up has been inconsistent.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Although not lower than a 90%, parents consistently voice through the campus survey, that they do not know how to volunteer on our campus.

Root Cause 9: Our PTSO is a growing group of parents who are still working on communication avenues that reach the majority of our parents.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Academic growth in Domain 3, specifically focusing on math in all sub-populations, falls below district and federal accountability expectations.

Root Cause 10: Tier 1 instruction must be the first priority. It should be rigorous and taught to mastery. Progress monitoring and interventions are not always specific to individual student needs. Students should be receiving intervention that connects each student to the exact standard they struggle with.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Academic achievement in Domain 3, specifically focusing on math in our Hispanic population, falls below district and federal accountability expectations.

Root Cause 11: Tier 1 instruction must be the first priority. It should be rigorous and taught to mastery. Progress monitoring and interventions are not always specific to individual student needs. Students should be receiving intervention that connects each student to the exact standard they struggle with.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: English Learners proficiency in Domain 3 falls below district and federal accountability expectations.

Root Cause 12: English Learners navigate a new language and rigorous instruction in reading and math. They are faced with challenges that other sub-populations do not face. Without intervention specific to their individual needs, they struggle.

Problem Statement 12 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

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
- Action research results

Goals

Goal 1: Staples Elementary will provide a safe school for students and staff.

Performance Objective 1: 100% of SES will implement an aligned emergency operations plan, including a threat assessment process and procedures.





Evaluation Data Sources: Presence of Emergency Operations Plan in offices and classrooms.

Strategy 1 Details	Reviews			
Strategy 1: JISD police will assist all campuses in implementing effective campus safety drills. Strategy's Expected Result/Impact: Increase in student safety and campus preparedness as measured by police officer involvement in drills. Staff Responsible for Monitoring: Chief of Police Executive Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The safety team will participate in Table Top discussions twice a year. Strategy's Expected Result/Impact: Increased understanding and response time in a real life emergency event. Staff Responsible for Monitoring: Executive Director of Student Services, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: A police officer is on patrol on campus at all times. Strategy's Expected Result/Impact: Increase safety throughout the campus and ensure all interior and exterior doors remain closed and locked at all times. Staff Responsible for Monitoring: Chief of Police and Executive Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Staples Elementary will provide a safe school for students and staff.

Performance Objective 2: 100% of SES will implement an aligned character education and drug awareness program.

Evaluation Data Sources: Counselor guidance lessons

Strategy 1 Details	Reviews			
Strategy 1: All fifth graders will participate in 8 weekly sessions of Life Skills Training (self esteem, decision making, tobacco/smoking prevention, stress, social skills, refusal skills). Strategy's Expected Result/Impact: Decreased substance abuse, reduce risk for behavioral health issues, improved quality of life Staff Responsible for Monitoring: Campus administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Elementary counselors are implementing character education guidance lessons. (courage, trustworthiness, integrity, respect and courtesy, responsibility, fairness, caring, citizenship, school pride, gratitude) Strategy's Expected Result/Impact: Decrease discipline referrals and increase leadership skills. Decrease at risk behaviors and develop citizens who are life long learners. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Staples Elementary will provide a safe school for students and staff.

Performance Objective 3: 100% of SES will implement an aligned health and wellness plan.

Strategy 1 Details	Reviews			
Strategy 1: The campus supports and utilizes Goodside Health telehealth program. Strategy's Expected Result/Impact: Students will miss less school time because they are able to be seen by a doctor the same day. Staff Responsible for Monitoring: Campus nurse Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Campus wide attendance continues to fall below the target of 97% each year. Root Cause: Parents are responsible for bringing their students to school. Some may not see the importance of being at school each and every day. Parent education is a need.

Goal 1: Staples Elementary will provide a safe school for students and staff.

Performance Objective 4: 100% of SES will implement an aligned student code of conduct.

Evaluation Data Sources: Character building through campus Counselor, discipline referral reports,

Strategy 1 Details	Reviews			
Strategy 1: We will implement our discipline procedures campus wide to promote respect, responsibility, and self control. Discipline referrals will decrease by 5%. Strategy's Expected Result/Impact: Discipline referrals will decrease by 5%. Staff Responsible for Monitoring: All staff Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All staff will utilize the Dojo App for behavior incentives. Strategy's Expected Result/Impact: Students will receive points for positive behavior and will begin to appreciate the benefits of positive behavior and incentive that come with those behaviors. Staff Responsible for Monitoring: All campus staff Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Staples will re-focus on the three campus expectations (respect, responsibility, and self control) during two Staples Showdown events in the 25-26 school year. Strategy's Expected Result/Impact: By focusing in on the campus expectations for two weeks out of the year, staff and students make efforts to create an optimal learning environment. Staff Responsible for Monitoring: Campus administrators, all campus staff TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Since the pandemic, many of our students exhibit large gaps in their knowledge and development. Increased behavior and social emotional needs are evident as well. **Root Cause:** These gaps are evident in our youngest students as a result of parents struggling to juggle work, keep toddler and non-school aged students occupied at home, and balance supporting foundational developmental skills.

Goal 2: Staples Elementary will ensure that every child is prepared for success in college, a career, or the military.





Performance Objective 1: Meet or exceed the target score in Domain 1-Student Achievement, Domain 2-Student Progress, and Domain 3-Closing the Gaps.

Evaluation Data Sources: STAAR and Benchmark data

Strategy 1 Details	Reviews			
Strategy 1: PLC weekly meetings to identify aligned essential learning standards, write common formative assessments, and analyze student achievement data in order to drive instruction that will meet the needs of all students. Strategy's Expected Result/Impact: Increased percentages, due to data assessment focusing on individual students and standards, at the approaches, meets, and masters level in all STAAR assessments. Obtain district goal of 90% of all students at the approaches level. All student sub-populations will meet targeted requirements and show growth in math and reading. Staff Responsible for Monitoring: Administrators and teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Scheduled Response to Intervention time built into the master schedule with timely, directive, and systematic intentional interventions planned for students based on needs identified in the PLC. Strategy's Expected Result/Impact: Increases in percentages at the approaches, meets, and masters level for all students in all STAAR assessments. Obtain district goal of 90% of all students at the approaches level. Staff Responsible for Monitoring: Administrators and teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1 Funding Sources: Response to Intervention - 199 State Compensatory Education (SCE) - \$131,605, Response to Intervention - Early Education - \$50,000.73	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will ensure a viable math, ELAR, and science curriculum is taught in all grades (K-5). Strategy's Expected Result/Impact: Increased STAAR scores in math, ELAR, and science in 5th grade. The percentage of students who meet or exceed grade level in will increase to 80% or higher by May 2026 as measured by STAAR data. Staff Responsible for Monitoring: Administrators and teachers Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Science lab to assist with labs, lessons, and small group instruction. Strategy's Expected Result/Impact: Increased 5th Grade Science STAAR scores. The percentage of students who meet or exceed grade level in science will increase to 90% by May 2026 as measured by STAAR data. Staff Responsible for Monitoring: Administrators and science teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Science, Math, Art, Reading, and Technology (SMART Night) for parents and students, featuring The Creature Teacher, Texas Wildlife Association, and other educational programs. Strategy's Expected Result/Impact: Increase parental involvement for student achievement. Staff Responsible for Monitoring: Administrators and Teachers Problem Statements: Perceptions 1 Funding Sources: Parental Involvement - 211 Title I, Part A - \$650	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Hire and retain additional paraprofessional to support Special Education students. Strategy's Expected Result/Impact: Increase Special Education student performance and test scores. Staff Responsible for Monitoring: Administrators and teachers Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: During weekly PLC meetings, data will be collected and analyzed, and grade level teams will implement a targeted plan to increase the Meets and Masters scores for our campus across all sub-populations. Strategy's Expected Result/Impact: All student sub-populations will meet targeted requirements and show growth in math and reading. Staff Responsible for Monitoring: Teachers, interventionists, administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide the required number of hours of accelerated instruction in small groups to students who did not meet expectations on STAAR, in accordance with HB4545. Strategy's Expected Result/Impact: 15/30 hours of intensive reading and/or math instruction will fill learning gaps and raise reading and math STAAR scores. Staff Responsible for Monitoring: Administrators, classroom teachers, reading and math interventionist TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 3, 4, 5, 6 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Christmas Lights Drive Thru and Trunk or Treat family engagement activities Strategy's Expected Result/Impact: Family engagement and increased family participation in student achievement and education Staff Responsible for Monitoring: Teachers, Administrators Problem Statements: Perceptions 1 Funding Sources: Parental Involvement - 211 Title I, Part A - \$2,350	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: During RtI time, students will receive interventions and extensions that are targeted to individual student needs (by student, by standard). Strategy's Expected Result/Impact: Increased scores in Meets and Masters categories. Staff Responsible for Monitoring: Teacher, interventionists, administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: The Student Learning Outcomes Administrator will support the advancement of student achievement across the district by strengthening assessment practices, promoting data-informed instruction, and supporting educator development initiatives that ensure effective teaching and learning for all students. Strategy's Expected Result/Impact: Continue to improve student learning outcomes to achieve 100% approaches, 70 meets, and 50% masters. Staff Responsible for Monitoring: Director of Student Learning Outcomes, Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Advancement of Student Achievement - 211 Title I, Part A - \$8,962	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Since the pandemic, many of our students exhibit large gaps in their knowledge and development. Increased behavior and social emotional needs are evident as well. Root Cause: These gaps are evident in our youngest students as a result of parents struggling to juggle work, keep toddler and non-school aged students occupied at home, and balance supporting foundational developmental skills.
Problem Statement 2: Our Special Education student group, in grades 3-5, continues to fall below the 100% approaches district expectation. Root Cause: Our Special Education student group continues to increase in size. Progress monitoring and response to intervention must be timely and specific to individual student needs.
Problem Statement 3: English Learners, in grades 3-5, continue to fall below the 100% approaches district expectation. Root Cause: Teachers lack a deep understanding of the ELPS and how to integrate instructional strategies for English Learners into their lessons.

Student Learning

Problem Statement 1: Progress in Domain 3 continues to be below district and federal accountability expectations. **Root Cause:** Teachers do not always utilize SMART time with fidelity. They should be reteaching with the "by student, by standard" method in small groups each day.

Problem Statement 2: Lack of foundation skills for all students in reading and math. **Root Cause:** Students who missed instruction during COVID or attended virtual instruction did not have sufficient instruction to fill learning gaps. Many students display a lack in foundational skills spanning from learning, speech, behavior, etc. Progress monitoring and response to intervention must be timely and specific to student needs, which are vast.

Problem Statement 3: In grades 3-5, Special Education scores are significantly below non Special Education student scores on all STAAR tests. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

Problem Statement 4: Academic growth in Domain 3, specifically focusing on math in all sub-populations, falls below district and federal accountability expectations. **Root Cause:** Tier 1 instruction must be the first priority. It should be rigorous and taught to mastery. Progress monitoring and interventions are not always specific to individual student needs. Students should be receiving intervention that connects each student to the exact standard they struggle with.

Problem Statement 5: Academic achievement in Domain 3, specifically focusing on math in our Hispanic population, falls below district and federal accountability expectations. **Root Cause:** Tier 1 instruction must be the first priority. It should be rigorous and taught to mastery. Progress monitoring and interventions are not always specific to individual student needs. Students should be receiving intervention that connects each student to the exact standard they struggle with.

Problem Statement 6: English Learners proficiency in Domain 3 falls below district and federal accountability expectations. **Root Cause:** English Learners navigate a new language and rigorous instruction in reading and math. They are faced with challenges that other sub-populations do not face. Without intervention specific to their individual needs, they struggle.

School Processes & Programs

Problem Statement 1: Implementation of Continuous Improvement and PLC strategies vary from year to year. **Root Cause:** Implementation, training, and follow up has been inconsistent.

Perceptions

Problem Statement 1: Although not lower than a 90%, parents consistently voice through the campus survey, that they do not know how to volunteer on our campus. **Root Cause** : Our PTSO is a growing group of parents who are still working on communication avenues that reach the majority of our parents.





Goal 2: Staples Elementary will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 2: 100% of SES classrooms will build a foundation of reading language arts and math.

Evaluation Data Sources: STAAR Reading, Istation, and STAR Reading
 Reading Mastery Checkouts
 Istation Reports
 STAR Reading and Math Reports
 ESGI
 EdPuzzle
 Ready Math
 Heggerty

Strategy 1 Details	Reviews			
Strategy 1: Train and support Reading Interventionist on CTOPP2 and GORTE5 at Region XI. Strategy's Expected Result/Impact: Close achievement gaps and help students meet or exceed grade level standards. Staff Responsible for Monitoring: Reading Interventionist and Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a math interventionist with federal funds to build strong foundation skills in math and scaffold instruction for struggling students. Strategy's Expected Result/Impact: Meet district goal of 90% of students at the approaches level and 50% of students at the masters level. Staff Responsible for Monitoring: Administrators and teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1 Funding Sources: Math Interventionist - 211 Title I, Part A - \$82,094	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide a full day, high quality PK. Strategy's Expected Result/Impact: All eligible 4 year olds will complete PK and exit from at risk by the EOY, using the CLI Engage Assessment. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 Funding Sources: High Quality PK teachers - 199 State Compensatory Education (SCE) - \$71,855.38	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide a reading interventionist with federal funds and a reading lab paraprofessional with local funds to build strong foundation skills in reading and scaffold instruction for struggling students. Strategy's Expected Result/Impact: Meet district goal of 90% of students at the approaches level and 50% of students at the masters level. Staff Responsible for Monitoring: Teachers and administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1 Funding Sources: Reading Paraprofessional - 199 State Compensatory Education (SCE) - \$26,501.94	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All K-3 teachers and elementary administrators will attend TEA reading academies. Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level on STAAR Reading will increase from 60% to 70% by June 2026. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Train and support multiple teachers on the MTA method of dyslexia instruction and provide aligned scheduled time for dyslexia instruction. Strategy's Expected Result/Impact: MTA targeted small group instruction will result in increased scores. All dyslexia students will gain one academic year in reading fluency and comprehension as measured by grade level standards in STAAR Reading and STAR Reading results as applicable to the grade level. Staff Responsible for Monitoring: District curriculum department, administrators, reading interventionists, MTA teachers, and teachers TEA Priorities: Build a foundation of reading and math Funding Sources: Dyslexia - Dyslexia - \$37,584	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide content specialists with federal funds to build strong foundation skills in math, reading, and science grades 3-5. Strategy's Expected Result/Impact: Provide teacher and instructional support that strengthens academics in order to meet district goal of 90% of students at the approaches level and 50% of students at the masters level. Staff Responsible for Monitoring: Campus administrators, district administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1 Funding Sources: Content specialists in RLA, math, and science - 211 Title I, Part A - \$12,596	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Since the pandemic, many of our students exhibit large gaps in their knowledge and development. Increased behavior and social emotional needs are evident as well. Root Cause: These gaps are evident in our youngest students as a result of parents struggling to juggle work, keep toddler and non-school aged students occupied at home, and balance supporting foundational developmental skills.
Problem Statement 2: Our Special Education student group, in grades 3-5, continues to fall below the 100% approaches district expectation. Root Cause: Our Special Education student group continues to increase in size. Progress monitoring and response to intervention must be timely and specific to individual student needs.

Demographics

Problem Statement 3: English Learners, in grades 3-5, continue to fall below the 100% approaches district expectation. **Root Cause:** Teachers lack a deep understanding of the ELPS and how to integrate instructional strategies for English Learners into their lessons.

Student Learning

Problem Statement 1: Progress in Domain 3 continues to be below district and federal accountability expectations. **Root Cause:** Teachers do not always utilize SMART time with fidelity. They should be reteaching with the "by student, by standard" method in small groups each day.

Problem Statement 2: Lack of foundation skills for all students in reading and math. **Root Cause:** Students who missed instruction during COVID or attended virtual instruction did not have sufficient instruction to fill learning gaps. Many students display a lack in foundational skills spanning from learning, speech, behavior, etc. Progress monitoring and response to intervention must be timely and specific to student needs, which are vast.

Problem Statement 3: In grades 3-5, Special Education scores are significantly below non Special Education student scores on all STAAR tests. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

Problem Statement 4: Academic growth in Domain 3, specifically focusing on math in all sub-populations, falls below district and federal accountability expectations. **Root Cause:** Tier 1 instruction must be the first priority. It should be rigorous and taught to mastery. Progress monitoring and interventions are not always specific to individual student needs. Students should be receiving intervention that connects each student to the exact standard they struggle with.

Problem Statement 5: Academic achievement in Domain 3, specifically focusing on math in our Hispanic population, falls below district and federal accountability expectations. **Root Cause:** Tier 1 instruction must be the first priority. It should be rigorous and taught to mastery. Progress monitoring and interventions are not always specific to individual student needs. Students should be receiving intervention that connects each student to the exact standard they struggle with.





Problem Statement 6: English Learners proficiency in Domain 3 falls below district and federal accountability expectations. **Root Cause:** English Learners navigate a new language and rigorous instruction in reading and math. They are faced with challenges that other sub-populations do not face. Without intervention specific to their individual needs, they struggle.

School Processes & Programs

Problem Statement 1: Implementation of Continuous Improvement and PLC strategies vary from year to year. **Root Cause:** Implementation, training, and follow up has been inconsistent.

Goal 2: Staples Elementary will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 3: 100% of all SES classrooms will implement the college and career readiness plan.





Strategy 1 Details	Reviews			
Strategy 1: Staff colleges will be highlighted outside of their classrooms. Each three weeks staff and students are encouraged to wear college and technical school shirts. Strategy's Expected Result/Impact: Students are exposed to the options that they will have as they complete high school. Early exposure and conversations will help ensure that students start working on a plan for their college and career readiness. Staff Responsible for Monitoring: Campus staff	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Staples Elementary will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 4: 97% attendance rate with be maintained

Evaluation Data Sources: Monthly/weekly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Review weekly attendance reports and make contact parents of students with high absences and tardies. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Principals, Classroom teachers, PEIMS secretary Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Incentives are given to students with perfect attendance each six weeks. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Principals, Campus secretary, Classroom teacher, Campus Social Worker Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Educate parents through phone calls, information in the Staples Scoop, and other communication about the connection between attendance and academic success. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Principals, Classroom teachers Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details		Reviews			
Strategy 4: Attendance is supported by posting monthly grade level attendance percentages and hosting individual student drawings in which a student is entered when parents answer the attendance question in the monthly newsletter. Strategy's Expected Result/Impact: Parent education about the importance of regular school attendance. Staff Responsible for Monitoring: Campus administration, PEIMS staff TEA Priorities: Improve low-performing schools Problem Statements: Demographics 4		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: Campus wide attendance continues to fall below the target of 97% each year. Root Cause: Parents are responsible for bringing their students to school. Some may not see the importance of being at school each and every day. Parent education is a need.

Goal 3: Staples Elementary will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.





Performance Objective 1: 100% of all SES teachers will meet state and local certification requirements.

Strategy 1 Details	Reviews			
Strategy 1: Staff will complete compliance courses consisting of Bloodborne Pathogens, ADA Compliance for Online Content, Bullying Prevention, Copyright, FERPA, Internet Safety, Section 504, Sexual Harassment, Teen Dating Violence and Abuse, Child Abuse and Maltreatment, Texas Educators's Code of Ethics. Strategy's Expected Result/Impact: All staff are in compliance and knowledgeable concerning these topics Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All new teachers in JISD will complete online training over Texas Behavior Support Initiative (TBSI), EL Support Training, and Dyslexia Training. Strategy's Expected Result/Impact: Teachers have increased awareness and tools to support students. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All core elementary teachers and secondary honors/advanced teachers must be GT certified (initial 30 hours) and receive a 6 hour GT update each school year. Strategy's Expected Result/Impact: 1. Teachers are certified to provide advanced academic instruction to students in order to meet the district goal of obtaining 50% of students at the masters level. 2. Increase the percentage of students at the secondary level participating in advanced academic courses. Staff Responsible for Monitoring: Campus Administration, and Curriculum and Instruction Department	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Staples Elementary will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 2: 95% or greater teacher and administrator retention.

Evaluation Data Sources: PLC agendas, staff meeting agendas, sign in sheets, Strategic Implementation Guide

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for teachers. Strategy's Expected Result/Impact: 100% of teachers will be trained in Continuous Improvement and have the opportunity to participate in campus walkabouts. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: RtI meetings and PLC meet regularly Strategy's Expected Result/Impact: 100% of teachers will be educated on how to monitor multiple sources of student data. Staff Responsible for Monitoring: Principals, Classroom teachers, Interventionists Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Behavior training for the ever changing student population provided for teachers and staff. Strategy's Expected Result/Impact: Staff will be provided training needed to support students. When new problems arise, administration will seek out appropriate professional development to meet the needs of our ever changing needs. As a result, staff will feel more supported and morale will be positive. Staff Responsible for Monitoring: Administration, Behavior Teacher Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Since the pandemic, many of our students exhibit large gaps in their knowledge and development. Increased behavior and social emotional needs are evident as well. **Root Cause:** These gaps are evident in our youngest students as a result of parents struggling to juggle work, keep toddler and non-school aged students occupied at home, and balance supporting foundational developmental skills.

Problem Statement 2: Our Special Education student group, in grades 3-5, continues to fall below the 100% approaches district expectation. **Root Cause:** Our Special Education student group continues to increase in size. Progress monitoring and response to intervention must be timely and specific to individual student needs.

Problem Statement 3: English Learners, in grades 3-5, continue to fall below the 100% approaches district expectation. **Root Cause:** Teachers lack a deep understanding of the ELPS and how to integrate instructional strategies for English Learners into their lessons.

Student Learning

Problem Statement 1: Progress in Domain 3 continues to be below district and federal accountability expectations. **Root Cause:** Teachers do not always utilize SMART time with fidelity. They should be reteaching with the "by student, by standard" method in small groups each day.

Problem Statement 2: Lack of foundation skills for all students in reading and math. **Root Cause:** Students who missed instruction during COVID or attended virtual instruction did not have sufficient instruction to fill learning gaps. Many students display a lack in foundational skills spanning from learning, speech, behavior, etc. Progress monitoring and response to intervention must be timely and specific to student needs, which are vast.

Problem Statement 3: In grades 3-5, Special Education scores are significantly below non Special Education student scores on all STAAR tests. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need. Interventions are not timely and specific.

School Processes & Programs

Problem Statement 1: Implementation of Continuous Improvement and PLC strategies vary from year to year. **Root Cause:** Implementation, training, and follow up has been inconsistent.

Goal 3: Staples Elementary will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 3: 90% or greater overall score on the Campus Financial Scorecard.





Evaluation Data Sources: Financial scorecard

Strategy 1 Details	Reviews			
Strategy 1: Budget meetings with bookkeeper to review budget Strategy's Expected Result/Impact: All campus budget needs will be addressed and aligned to the Campus Improvement Plan.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 3: Staples Elementary will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 4: 90% of SES staff and parents will respond with satisfaction on the annual climate surveys.

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: Staples Elementary will host a Meet the Teacher event before each school year. Each classroom teacher will send a curriculum power point and make a personalized phone call to each student's family within the first 6 weeks of school. Strategy's Expected Result/Impact: Parents are giving the opportunity to learn about the grade level curriculum and expectations along with highlighting student work. Staff Responsible for Monitoring: Principals Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will conduct quarterly team meetings with each team to get a "temperature check" on the campus morale and perceptions. Strategy's Expected Result/Impact: Teachers and staff will have the opportunity to share concerns in a safe environment. Concerns will be heard and addressed in a timely manner, and any needed training will take place, raising staff morale. Staff morale will grow on the staff survey to 90% or greater. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Although not lower than a 90%, parents consistently voice through the campus survey, that they do not know how to volunteer on our campus. Root Cause : Our PTSO is a growing group of parents who are still working on communication avenues that reach the majority of our parents.

State Compensatory

Budget for H. D. Staples Elementary

Total SCE Funds: \$229,962.32

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

-Scheduled Response to Intervention time built into the master schedule with timely, directive, and systematic intentional interventions planned for students based on needs identified in the PLC. -Provide a full day, high quality PK. -Provide a reading interventionist with federal funds and a reading lab paraprofessional with local funds to build strong foundation skills in reading and scaffold instruction for struggling students.

Personnel for H. D. Staples Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
PreK teacher	PreK	1
PreK teacher	PreK	1
Reading Lab Paraprofessional	Reading Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Content Specialists	RLA, Math, and Science 3-5	Content Specialists	
Math Interventionist	Math Lab	Math Interventionist	1
Reading Interventionist	Reading Lab	Reading Interventionist	1

Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Response to Intervention		\$131,605.00
2	2	3	High Quality PK teachers		\$71,855.38
2	2	4	Reading Paraprofessional		\$26,501.94
Sub-Total					\$229,962.32
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Parental Involvement		\$650.00
2	1	9	Parental Involvement		\$2,350.00
2	1	11	Advancement of Student Achievement		\$8,962.00
2	2	2	Math Interventionist		\$82,094.00
2	2	7	Content specialists in RLA, math, and science		\$12,596.00
Sub-Total					\$106,652.00
Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Response to Intervention		\$50,000.73
Sub-Total					\$50,000.73
Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6	Dyslexia		\$37,584.00
Sub-Total					\$37,584.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/4/2024
Child Abuse and Neglect	Chief Academic Officer	8/5/2024	Jo Lynn Augsburger	9/4/2024
Coordinated Health Program			Jo Lynn Augsburger	9/12/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Officer	8/5/2024	Jo Lynn Augsburger	9/12/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/12/2024
Dyslexia Treatment Program	Director of Dyslexia		Jo Lynn Augsburger	9/12/2024
Pregnancy Related Services	Executive Director of Secondary	8/1/2024	Jo Lynn Augsburger	9/12/2024
Post-Secondary Preparedness			Jo Lynn Augsburger	9/12/2024
Recruiting Teachers and Paraprofessionals			Jo Lynn Augsburger	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Chief Academic Officer	7/23/2024	Jo Lynn Augsburger	9/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Chief Academic Officer		Jo Lynn Augsburger	9/12/2024
Texas Behavior Support Initiative (TBSI)	Chief Academic Officer	7/23/2024	Jo Lynn Augsburger	9/4/2024
Technology Integration	Executive Director of Instructional Technology	7/24/2024	Jo Lynn Augsburger	9/4/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Student Services	7/23/2024	Jo Lynn Augsburger	9/4/2024

Addendums

2019 STAAR ALL STUDENTS	DID NOT MEET GRADE LEVEL PERFORMANCE	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE	TOTAL NUMBER OF STUDENTS TESTED
3rd Math	18%	82%	51%	23%	83
4th Math	19%	81%	43%	20%	75
5th Math	0%	100%	62%	25%	65
3rd Reading	20%	80%	43%	23%	82
4th Reading	21%	79%	47%	15%	75
5th Reading	3%	97%	49%	18%	65
4th Writing	25%	75%	37%	11%	75
5th Science	15%	85%	65%	43%	65