

Midland Independent School District

Bush Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Bush Elementary will provide a nurturing environment where all students are motivated and challenged to pursue goals in order to reach their maximum potential.

Our Core Values:

Perseverance

Inclusion

Unity

Integrity

Encouragement

Vision

Educating and Empowering a Brighter Future

Value Statement

Be Legendary: Challenge Accepted

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	17
Perceptions	19
Priority Problem Statements	23
Comprehensive Needs Assessment Data Documentation	24
Goals	25
Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law. .	25
Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.	45
Goal 3: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).	52
Goal 4: Board Goal C: 100 % of students graduating -,college-,career-,or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVB, and earning industry-based certifications.	54
Campus Funding Summary	55
Policies, Procedures, and Requirements	59

Comprehensive Needs Assessment

Demographics

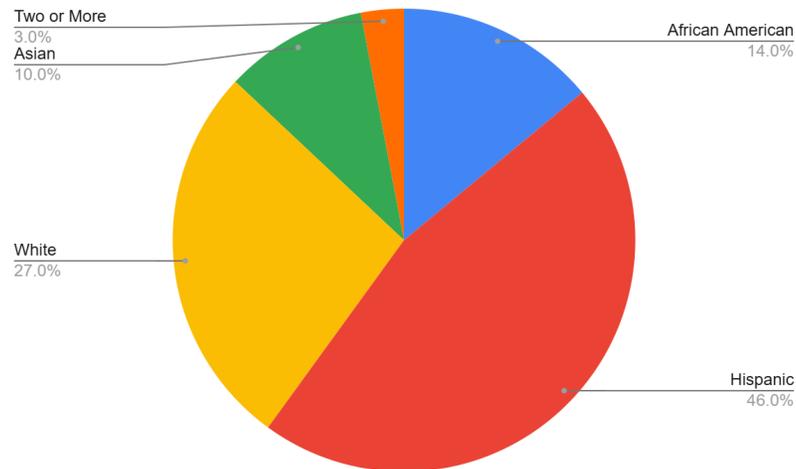
Demographics Summary

At the conclusion of the 24-25 school year, Bush Elementary had an enrollment of 527 students. This dynamic enrollment pattern reflects the fluid nature of our student body and the adaptability of our educational programs to meet the needs of both incoming and outgoing students.

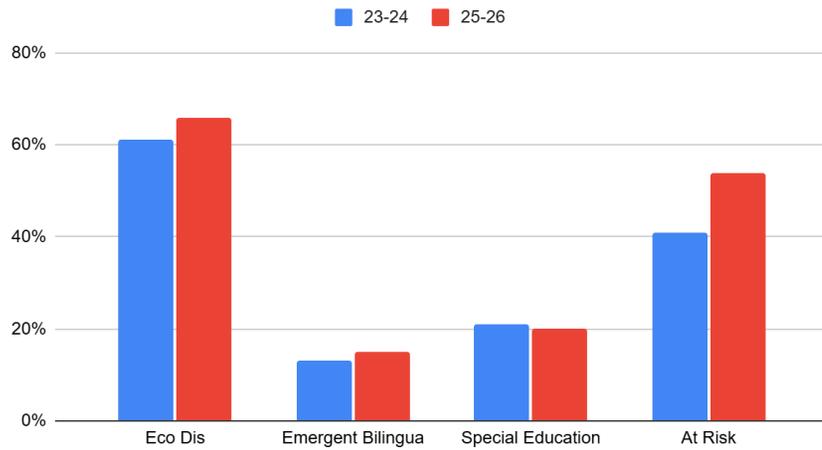
As a neighborhood school, Bush Elementary is uniquely positioned to attract a significant number of transfer students from across the city. This influx of students enriches our school community and provides a diverse learning environment that benefits all students. Our commitment to inclusivity is evident in the range of services we offer, including resource and autism services, life skills support, and English as a Second Language (ESL) programs, ensuring that we meet the varied needs of our student population.

The average class size for general education classes in Kindergarten through 6th grade was maintained at a ratio of 20:1. This favorable student-to-teacher ratio allows for more personalized attention and tailored instruction, fostering an environment where students can thrive academically and socially.

Bush Elementary serves a richly diverse student body, with enrollment by race/ethnicity comprising 14% African-American, 46% Hispanic, 27% White, 10% Asian, and 3% from other races/ethnicities. This diversity is a cornerstone of our school culture, promoting a broad spectrum of perspectives and experiences that enhance the educational experience for all students.



23-24 and 25-26



Our campus Eco Dis students increased 6 points from last year to 66 percent also moving the campus above the district average of 60. The at risk population rose from 41 to 54 percent from the previous year as well.

Last years, 24-25 certified vs DOI teacher ratio was 16 to 11, moving to a leaner staffing model 25-26 ratios are 15 to 9. Staffing retention rose from 51% in 24 - 25 school year to 92% for 25-26.

Demographics Strengths

Bush Elementary serves a diverse population with 20% of students who receive special services, Bush Elementary includes five special education teachers and eight special education paraprofessionals that serve students with special needs. These special education classes include two early life skills classes, resource and inclusion classes, and an autism support center.

Our diverse population also includes 15% of students identified as Emerging Bilingual. Students receive differentiated Tier 1 instruction and Summit Kqw software that delivers a personalized learning plan. Emerging Bilingual students are served by teachers with ESL certification in four out of seven grade levels. Teachers who do have an ESL certification receive job-embedded coaching from an ESL instructional coach to support their EB students, as well as utilize differentiation strategies outlined in HQIM curriculum.

The diversity on campus supports differentiation of instruction models and an inclusive culture. Our large team of support specialists are a resource for students and staff during continuous improvement planning.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 38% of staff are uncertified teachers, lacking the skills to serve the needs of an increasing population of diverse students .

Root Cause: Thirty eight percent of the staff does not have certification or training from a traditional teaching program.

Problem Statement 2: General Education teachers will need to strengthen their capacity to support At Risk student needs.

Root Cause: Increase of 13% in At Risk Student Populations .

Problem Statement 3: General Education teachers will need to strengthen their capacity to support Economically Disadvantaged student needs.

Root Cause: Increase in 6% of Eco Dis students.

Student Learning

Student Learning Summary



STAAR Summative Mathematics

Grades Tested: 3, 4, 5, 6

Tests Taken: 261 Date Last Taken: 05/02/2025



Percent	27%	22%	31%	20%
Count	70	58	80	53



STAAR Summative Science

Grades Tested: 5

Tests Taken: 59 Date Last Taken: 04/24/2025



Percent	29%	32%	22%	17%
Count	17	19	13	10



STAAR Summative Reading Language Arts

Grades Tested: 3, 4, 5, 6

Tests Taken: 261 Date Last Taken: 04/10/2025



Percent	23%	26%	31%	19%
Count	60	69	82	50



TELPAS Composite

Grades Tested: KG, 1, 2, 3, 4, 5, 6

Tests Taken: 72 Date Last Taken: 03/21/2025



Percent	14%	42%	32%	13%
Count	10	30	23	9

GRADE LEVEL STUDENT GROWTH - ACTUAL COMPARED TO EXPECTED GROWTH

BUSH ELEMENTARY

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**					**				
K	63	143.4	8.5	76	162.2	9.3	84	19	1.0	17.0	0.81	79	63	45	71	65	
1	55	160.9	14.2	56	174.5	15.4	38	14	1.2	16.3	-1.09	14	55	25	45	36	
2	66	172.8	14.8	35	187.5	13.9	38	15	0.9	14.4	0.15	56	66	35	53	50	
3	75	184.3	15.3	24	199.2	16.6	39	15	0.9	12.4	1.18	88	75	45	60	66	
4	63	196.5	12.2	32	210.1	14.3	48	14	0.9	10.8	1.43	92	63	42	67	69	
5	58	205.0	16.2	29	219.9	16.9	55	15	1.1	9.2	2.44	99	58	44	76	74	
6	50	214.8	15.9	50	229.4	17.0	78	15	1.1	8.1	2.95	99	50	39	78	89	

Math: Math K-12

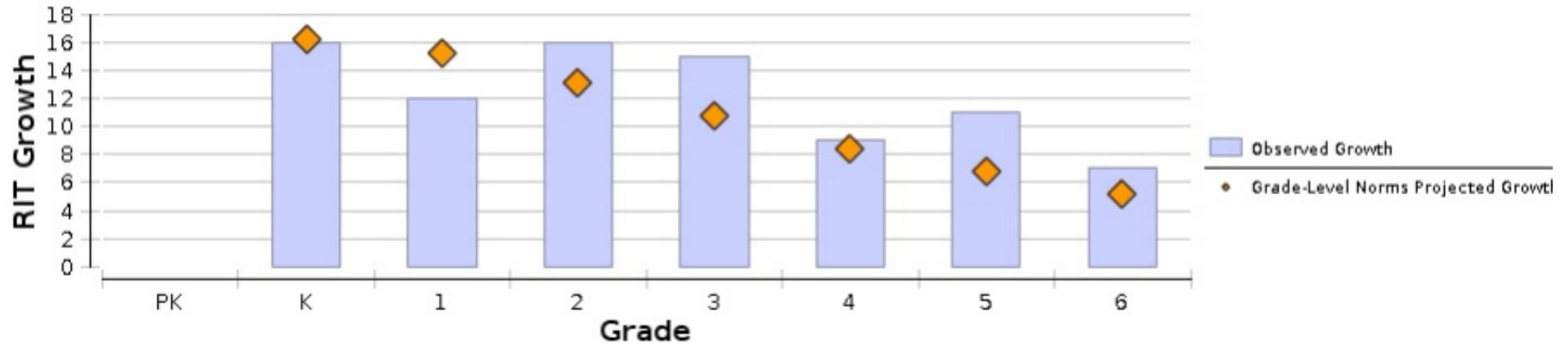


BUSH ELEMENTARY

Language Arts:
Reading

Grade (Spring 2025)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student I	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection
PK	0	**			**			**					**	
K	63	139.4	7.3	70	154.9	10.5	63	16	1.1	16.2	-0.27	39	63	39
1	55	153.7	14.3	34	165.5	15.8	18	12	1.5	15.3	-1.37	8	55	18
2	67	167.3	16.8	22	183.1	15.9	36	16	1.3	13.1	1.09	86	67	41
3	75	180.3	18.1	19	194.9	16.1	38	15	1.2	10.8	1.80	96	75	50
4	63	192.6	16.2	29	201.9	15.1	34	9	1.1	8.4	0.44	67	63	37
5	58	199.3	18.2	23	210.2	19.1	46	11	1.2	6.8	2.09	98	58	39
6	50	209.8	18.2	48	216.8	15.9	58	7	1.0	5.2	1.03	85	50	33

Language Arts: Reading



MAP Growth And Achievement Overview

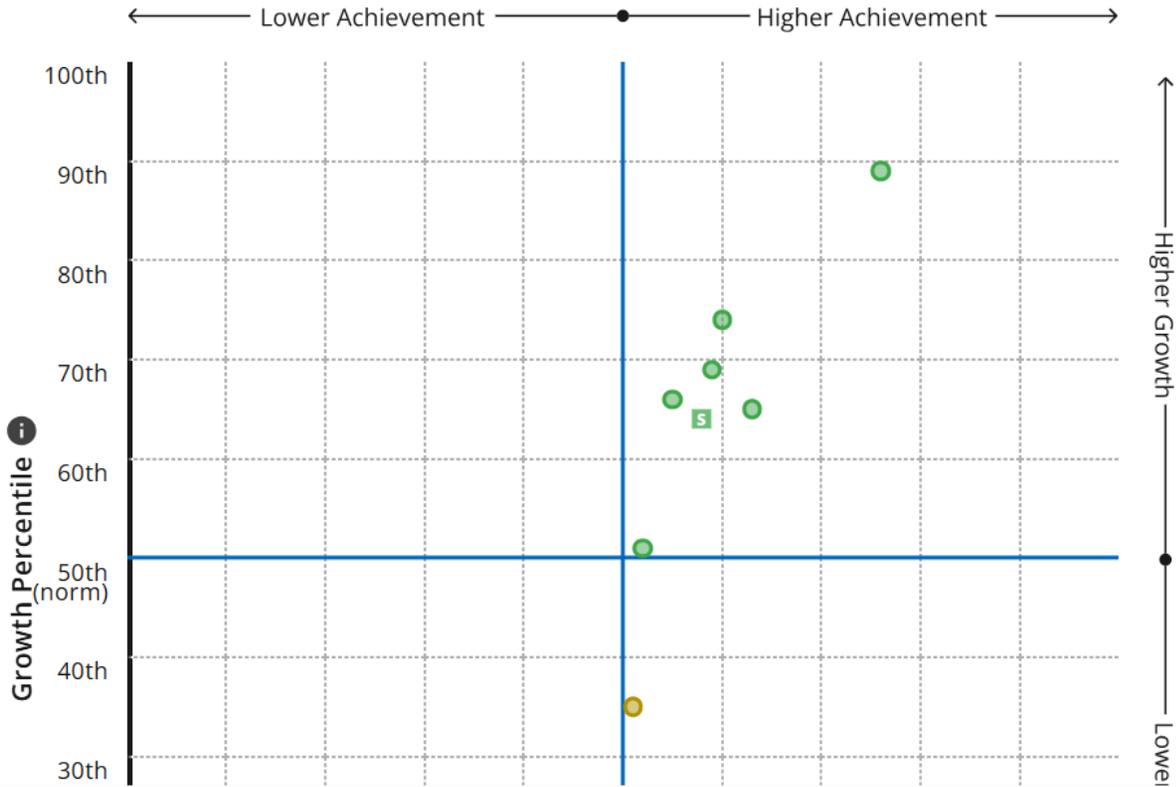
Growth and Achievement Overview

BUSH ELEMENTARY | Math K-12

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution</p>  <p>Achievement Spring 2024-2025 Median and Distribution</p> 	429
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p>		Rostered Fall 2024-2025

Growth and Achievement Quadrant By Grade

BUSH ELEMENTARY | Math K-12



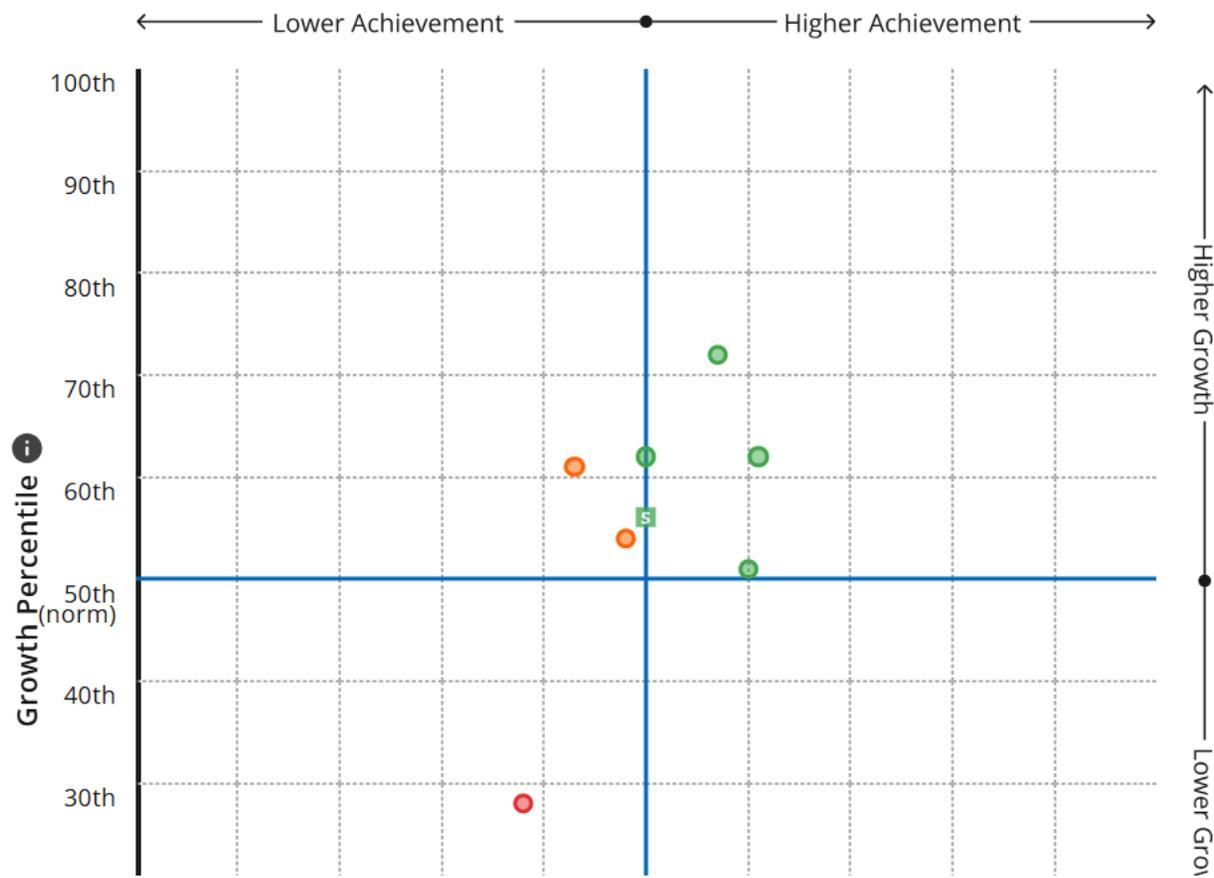
Growth and Achievement Overview

BUSH ELEMENTARY | Reading

Grade		Number of Students ⓘ
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution</p>  <p>Achievement Spring 2024-2025 Median and Distribution</p> 	430
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p>		Rostered Fall 2024-2025

Growth and Achievement Quadrant By Grade

BUSH ELEMENTARY | Reading



Student Learning Strengths

	District Percentage at Meets ELAR	Campus Percentage at Meets ELAR
Third	42	60
Fourth	47	67
Fifth	48	75

	District Percentage at Meets ELAR	Campus Percentage at Meets ELAR
Sixth	51	77

	District Percentage at Meets Math	Campus Percentage at Meets Math
Third	39	37
Fourth	48	41
Fifth	43	59
Sixth	47	66

	2023-2024 STAAR Preliminary Results			Aggregate Averages	2024-2025 STAAR Preliminary Results		
	App	Meets	Masters		App	Meets	Masters
	Meets Goal 40%				Goal 71%		
3rd Math	65	33	4	34	68	46	14
	Meets Goal 44%				Met Goal of 71%		
3rd Rdg	72	37	13	41	75	48	14
3rd Sci*							
	Meets Goal 57%				DNM Goal of 71%		
4th Math	61	29	12	34	61	44	23
	Meets Goal 60%				Met Goal of 71%		
4th Rdg	80	41	7	43	77	39	9
4th Sci*							
	Meets Goal 80%				Met Goal of 71%		
5th Math	88	44	15	49	81	58	17

	Meets Goal 70%				Met Goal of 71%			
5th Rdg	84	55	24	54	78	54	25	
	Meets Goal 75%				Met Goal of 71%			
5th Sci	78	43	12	44	71	40	17	
	Meets Goal 70%				Met Goal of 71%			
6th Math	84	44	22	50	89	60	17	
	Meets Goal 60%				Met Goal of 71%			
6th Rdg	77	63	25	55	79	66	34	
6th Sci*								
* Not tested at this grade level - Data not available								
Campus Aggregate Average				44.8	Campus Aggregate Average			
2023-2024 Domain 1 Score				45 = score of 73 (C)	2-24-2025 Domain 1 Score			
					48=s			

Grade Level Cohorts increased in percentage of students at meets when moving to the next grade level.

Campus achievement exceed district percentage at meets for 7 out of 9 categories.

Overall campus actual content area growth exceeded expected growth in all but one grade level.

Our campus moved into the high growth/high achievement quadrant from Fall to Spring in all but one grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: First Grade Student ELAR achievement and growth were below expected goals; 39th percentile and 29th percentile respectively.

Root Cause: Grade level and alignment and consistency of collaboration were weak as a result of team dynamics and leadership. Instructional support was implemented too late.

Problem Statement 2: First Grade Math achievement and growth were below expected goals; 52th percentile and 35th percentile respectively.

Root Cause: Grade level and alignment and consistency of collaboration were weak as a result of team dynamics and leadership. Instructional support was implemented too late.

Problem Statement 3: Students are entering second grade in the 25-26 school year with a larger achievement and growth gap.

Root Cause: First Grade Math and ELAR instruction allowed Growth and Achievement indicators to fall below campus and district expectations.

School Processes & Programs

School Processes & Programs Summary

Spring Plans were developed as a result of middle of the year data collection. Teachers created a detailed map aligning areas needing to be addressed to the State Assessment timeline. A layer of support was developed with a bi-weekly Spring Plan Progress meeting with team leads to go over intervention progress, mastery and to identify areas for additional push-in, co-teaching and possible changes in intervention tools. Spring Plans identified "Golden Groups" to establish targeted instruction to ensure maximum potential for growth.

Weekly Intervention/Enrichment Schedule

Teacher Name: _____ Week of: 1/13-1/17

Subject: RLA/MATH _____ Grade: 1

Monday 13	Tuesday 14	Wednesday 15	Thursday 16	Friday 17
Standard: 1.2C/ 1.2B.iv	Standard: 1.6A/ 1.6D	Standard: 1.2C/ 1.2B.iv	Standard: 1.6A/1.6D	Standard:
Intervention or Enrichment Students will: Read, spell, and write words with -er, use apostrophes to change base words into contractions	Intervention or Enrichment Students will: Tell the difference between 2D & 3D shapes based on attributes.	Intervention or Enrichment Students will: Read, spell, and write words with -er, use apostrophes to change base words into contractions	Intervention or Enrichment Students will: Tell the difference between 2D & 3D shapes based on attributes.	Intervention or Enrichment Students will:
<u>Small Group Members</u>	<u>Small Group Members</u>	<u>Small Group Members</u>	<u>Small Group Members</u>	<u>Small Group Members</u>
Evidence of mastery	Evidence of mastery	Evidence of mastery	Evidence of mastery	Evidence of mastery

**Evidence = CFU, exit ticket, skills assessment and % of students meeting goal.

Our inaugural year as an Opportunity Culture Campus, teachers and Admin were introduced to Teach Like A Champion strategies and coaching. TLAC was pushed out to campus through staff meetings and PD. Targeted coaching was presented with the development of our campus "Champ Camp". It was a cohort where master teachers collaborated with new, developing campus teachers to enhance instruction, classroom management and academic achievement through TLAC strategies.

PLC time was more focused following a 3 pillar model of internalization, rehearsal and data analysis to maximize the allotted time dedicated to improved instruction and student outcomes. Vertical PLCs were also introduced to increase collaboration, sharing strategies, and improved culture.

<p>Weekly FOCUS PLC Agenda Template</p>	<p style="text-align: center;">LESSON PREPARATION - Exemplar, MOP, What to Do Directions, Priority Tasks WHAT TO DO - Positive narration, Observable What to Do Rubric for Classroom Walkthroughs Bush RTI Rubric About Grades FAQs</p> <p>This week's focus: lesson internalization for "what to do" and "academic monitoring" Please check that intervention trackers are up to date</p>
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School Processes & Programs Strengths

- Spring Plan Progress meetings with team leaders.
- Increased Intervention with Golden Groups including support beyond the classroom teacher.
- Development of Champ Camp to create a targeted coaching strategy.
- Implementing and supporting TLAC strategies Campus wide.
- Restructured PLC time to focus on 3 areas - internalization, data analysis and rehearsals.
- Introducing vertical PLCs 3 - 6 grade for all content areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Champ Camp began mid-year.

Root Cause: Inefficient coaching strategies by dedicating ILT members to certain teachers and Champ Camp created as a response later in the year.

Problem Statement 2: Opportunity Culture processes were not effectively utilized.

Root Cause: First year implementation plan not aligned to campus needs.

Problem Statement 3: First Grade academic achievement and growth were low.

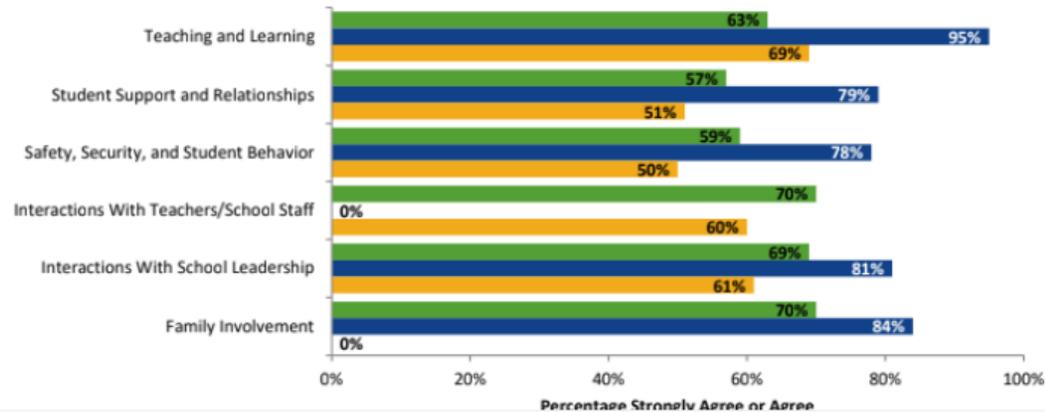
Root Cause: First Grade PLC was divided and low performing.

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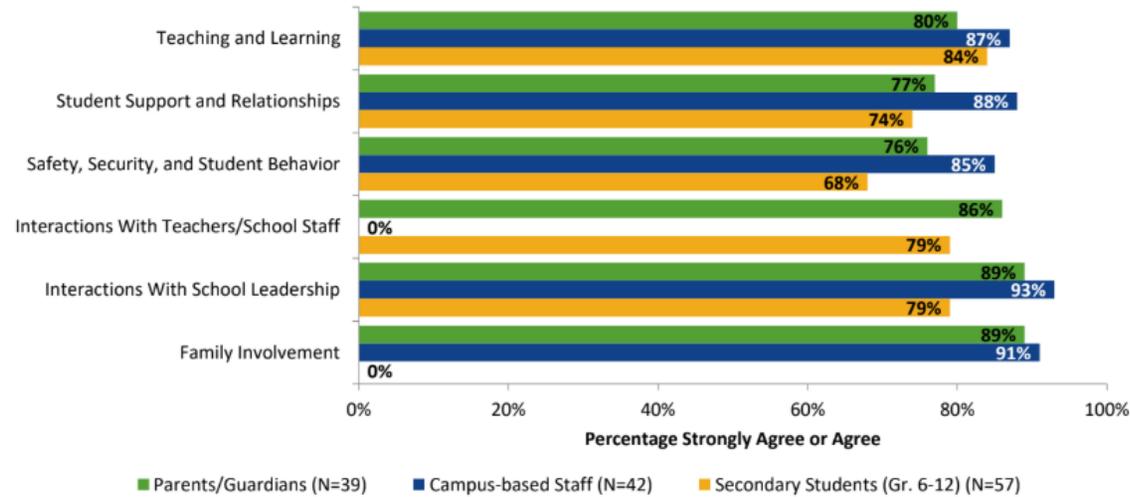
happiness
tiring unexpected
peaceful

23-24 Insight Overview
24-25 Insight Overview

Dimension Scores: Comparison by Respondent Type



Dimension Scores: Comparison by Respondent Type



Perceptions Strengths

Parent and Staff perceptions for Student Support and Relationships increased a combined 52%.

Parent and Staff perceptions for Safety, Security and Student behaviors increased a combined 43%

All participant perceptions for School Interactions with School leadership increased a combined 68%

Parent and Staff perceptions for Family involvement increased a combined 26%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents, Students and Staff report discipline is not enforced fairly.

Root Cause: Lack of training and understanding on Discipline/District Response Protocols.

Problem Statement 2: Parents, Students and Staff report students do not treat each other with respect.

Root Cause: Lack of campus - wide character trait recognition and emphasis.

Problem Statement 3: Parent perceptions reflect that there is a lack of Teachers giving helpful feedback about student work.

Root Cause: Lack of campus-wide parent communication expectation and protocols.

Priority Problem Statements

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

- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of PreK students performing at grade level in ELAR will increase from 56% to 80% by June 2026. The percentage of PreK students performing at grade level in Math will increase from 86 % to 85% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK teachers will use a framework for instruction including instructional materials that contain high leverage practices.</p> <p>Strategy's Expected Result/Impact: Use of the adopted and supplemental curriculum will increase the percentage of PreK students on track to develop understanding on the CLI Engage Phonological Awareness Assessment.</p> <p>Staff Responsible for Monitoring: PreK teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic outcomes</p> <p>Staff Responsible for Monitoring: Team leads and Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of Kinder students performing at grade in ELAR will increase from 57 % to 65 % by June 2026. (mCLASS)
 The percentage of Kinder students performing at grade in ELAR will increase from % to% by June 2026.(iREADY) pending BOY baseline
 The percentage of Kinder students performing at grade level in Math will increase from % to % by June 2026. (iREADY) pending BOY baseline

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic outcomes</p> <p>Staff Responsible for Monitoring: Team leads and Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilizing slide shows and repetitive practice to support fluency and phonological awareness. Strategy's Expected Result/Impact: students will gain skills to achieve towards mclass assessments. Staff Responsible for Monitoring: classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: MCL and TRT support to grade level with coaching , co teaching and student interventions. Strategy's Expected Result/Impact: Increased student performance on mClass and iReady Staff Responsible for Monitoring: Admin and OC team</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	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>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of 1st grade students performing at grade in ELAR will increase from 47% to 65% by June 2026. (mCLASS)
 The percentage of 1st grade students performing at grade in ELAR will increase from 44% to 65% by June 2026. (iREADY)
 The percentage of 1st grade students performing at grade level in Math will increase from 40% to 65% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS % iREADY

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: 1st Grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic outcomes</p> <p>Staff Responsible for Monitoring: Team leads and Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: First grade team will be supported and coached by MCL, TRT, and MTRT on academic frameworks, TLAC strategies, PLC leadership, and data driven interventions.</p> <p>Strategy's Expected Result/Impact: Increase in iReady results, students performing at grade level</p> <p>Staff Responsible for Monitoring: Admin and OC team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title 1 - \$36,260</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of 2nd grade students performing at grade in ELAR will increase from 48% to 65% by June 2026. (mCLASS)
 The percentage of 2nd grade students performing at grade in ELAR will increase from 51% to 65% by June 2026. (iREADY)
 The percentage of 2nd students performing at grade level in Math will increase from 49% to 65% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: 2nd Grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic outcomes</p> <p>Staff Responsible for Monitoring: Team leads and Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: TRT support from opportunity culture team for student interventions.</p> <p>Strategy's Expected Result/Impact: Increase academic performance on iReady indicator.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title 1 - \$8,288</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 48% to 56% by June 2026.

The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 46% to 56% by June 2026.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: 3rd Grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic outcomes</p> <p>Staff Responsible for Monitoring: Team leads and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: MTRT support for grade level for coaching , and co teaching .</p> <p>Strategy's Expected Result/Impact: Produce high quality teaching and improve culture and teacher efficacy.</p> <p>Staff Responsible for Monitoring: Admin and OC team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title 1 - \$12,432</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 39% to 56% by June 2026.

The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 43% to 56% by June 2026.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: 4th Grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic outcomes</p> <p>Staff Responsible for Monitoring: Team leads and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: MCL will coach and co teach math teacher and lead internalization and lesson prep.</p> <p>Strategy's Expected Result/Impact: Improve math STAAR domain I and II performance for grade level.</p> <p>Staff Responsible for Monitoring: Admin and MCL (Rodriguez)</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title 1 - \$15,540</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 55% to 65% by June 2026.

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 57 % to 65% by June 2026.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: 5th Grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic outcomes</p> <p>Staff Responsible for Monitoring: Team leads and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 39% to 55% by June 2026.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic outcomes</p> <p>Staff Responsible for Monitoring: Team leads and Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: MCL will coach and co teach Mrs. Gamino to support lesson internalization data assessment and student interventions to increase student performance on 5th STAAR</p> <p>Strategy's Expected Result/Impact: Improved STAAR performance in all domains</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title 1 - \$15,540</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 9: The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 66% to 72% by June 2026.

The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 60% to 66% by June 2026.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: 6th Grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic outcomes</p> <p>Staff Responsible for Monitoring: Team leads and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 10: Campus daily attendance average will increase from 93.8% to 95%.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategies to communicate the importance of attendance and the impact of excused and unexcused absences to stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased daily student attendance</p> <p>Staff Responsible for Monitoring: All campus staff - tier 1 - teachers and office team; tier 2 - office team and attendance committee tier 3 - administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of attendance issues will be dealt with using campus and district protocols.</p> <p>Strategy's Expected Result/Impact: increased student daily attendance</p> <p>Staff Responsible for Monitoring: tier 1 - teachers and office staff, tier 2 - office staff and attendance committee, tier 3 - administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 11: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	Formative			Summative
	Nov	Feb	Apr	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>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The percentage of students at meets or higher on grades 3 - 6 ELAR STAAR will increase from 52% to 56% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
<p>Strategy 1: The percentage of Group 1 (Hispanic subpopulation) students at meets or higher on ELAR STAAR will increase from 46% to 50% by utilizing strategic intervention support designed for student needs.</p> <p>Strategy's Expected Result/Impact: Impact Domain 1 achievement, student academic achievement and overall campus rating</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The percentage of Group 2 (White subpopulation) students at meets or higher on ELAR STAAR will increase from 58% to 66% by utilizing strategic intervention support designed for student needs.</p> <p>Strategy's Expected Result/Impact: Impact Domain 1 achievement, student academic achievement and overall campus rating</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The percentage of Group 3 (Economically disadvantaged subpopulation) students at meets or higher on ELAR STAAR will increase from 43% to 48% by utilizing strategic intervention support designed for student needs.</p> <p>Strategy's Expected Result/Impact: Impact Domain 1 achievement, student academic achievement and overall campus rating</p> <p>Staff Responsible for Monitoring: Teacher and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: PreK - 6th Grade Vertical PLC utilized to strengthen skill development strategies, integrated with SPED team for all subject areas.</p> <p>Strategy's Expected Result/Impact: All demographics of students needs addressed for increase in achievement; promotes collaboration among staff</p> <p>Staff Responsible for Monitoring: all staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 2: The percentage of students at meets or higher on grades 3 - 6 MATH STAAR will increase from 52% to 58% by June 2026.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: The percentage of Group 1 (Hispanic subpopulation) students at meets or higher on MATH STAAR will increase from 47% to 54% by using strategic intervention support designed for student needs.</p> <p>Strategy's Expected Result/Impact: Impact Domain 1 achievement, student academic achievement and overall campus rating</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The percentage of Group 1 (White subpopulation) students at meets or higher on MATH STAAR will increase from 56% to 66% by using strategic intervention support designed for student needs.</p> <p>Strategy's Expected Result/Impact: Impact Domain 1 achievement, student academic achievement and overall campus rating</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The percentage of Group 1 (Economically Disadvantaged subpopulation) students at meets or higher on MATH STAAR will increase from 45% to 53% by using strategic intervention support designed for student needs.</p> <p>Strategy's Expected Result/Impact: Impact Domain 1 achievement, student academic achievement and overall campus rating</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: Admin and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 3: EL Proficiency on TELPAS (increasing one proficiency level or achieving High Advanced Rating) will increase from 38% to 51% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Review impact of instructional strategies and interventions - such as goal setting, data review and and adjusting intervention groups.</p> <p>Strategy's Expected Result/Impact: Increase in EB student proficiency ratings; increase points in Domain 3 for EL Proficiency</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create uniform intervention/WIN time to support complex student intervention schedule</p> <p>Strategy's Expected Result/Impact: Impact Domain 1 achievement, student academic achievement and overall campus rating</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Frequent intervention and practice with strategies to support and develop academic vocabulary utilizing visuals and activity before concept and oral communication skills.</p> <p>Strategy's Expected Result/Impact: Students will increase skill proficiency in reading, writing, listening and speaking.</p> <p>Staff Responsible for Monitoring: classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 4: Campus Domain 1 Student Achievement Scale Score will increase from 77% to 82% by June 2026

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers spend each minute of class purposefully maximizing instruction from entrance to exit, using a set of teacher and student led procedures and routines (example - Do Now, in class transition, materials management, and TLAC strategies MOPs)</p> <p>Strategy's Expected Result/Impact: students will consistently engage with high quality curriculum aligned to the rigor of the summative assessments and will achieve at the meets grade level or above.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilizing strategic intervention support designed for student needs through horizontal and vertical PLCs including data analysis and adjusting instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on STAAR</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: Staff overall average for all 4 T-TESS Domains will increase from 3.9 to 4.5.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: All classrooms receive a touchpoint by Leadership team and/or MCL daily.</p> <p>Strategy's Expected Result/Impact: Strengthening relationships with students; creating opportunity for feedback and celebration of instructional strategies; visibility for communication</p> <p>Staff Responsible for Monitoring: Leadership team and OC team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title 1 - \$31,080</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Strategic Coaching utilizing TLAC strategies and support from Administrative and Opportunity Culture Teams</p> <p>Strategy's Expected Result/Impact: Increased instruction time, student academic outcomes, student engagement and improved classroom management. Also supports a decrease in discipline referrals and loss of instructional time due to removal.</p> <p>Staff Responsible for Monitoring: Doster, Haupt, Murphy, Burrow, Farmer, Smith, Martin and Rodriguez</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title 1 - \$68,376</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus calendar indicates dedicated time for ongoing job embedded professional development and coaching focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments.</p> <p>Strategy's Expected Result/Impact: Higher staff retention rates and summative T-TESS scores.</p> <p>Staff Responsible for Monitoring: Administrative/Leadership team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: PreK - 6 Vertical PLC utilized to strengthen skill development strategies, integrated with SPED team for all subject areas.</p> <p>Strategy's Expected Result/Impact: All demographics of students needs addressed for increase in achievement; build collaborative capacity throughout staff</p> <p>Staff Responsible for Monitoring: all staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Board Goal C: 100 % of students graduating -,college-,career-,or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVB, and earning industry-based certifications.

Performance Objective 1: By the end of the school year (2026) 100 percent of students will participate in a campus wide college and career spirit week activities, including theme days and informational sessions to inform students on college, career and military pathways.

Evaluation Data Sources: School calender

Strategy 1 Details	Reviews			
<p>Strategy 1: The school counselor will organize and lead a Career and College Spirit Week, engaging all students in daily activities designed to raise awareness and enthusiasm about college, career and military readiness</p> <p>Strategy's Expected Result/Impact: Cultivate interest in college and career readiness on our campus</p> <p>Staff Responsible for Monitoring: Admin, Teachers and Staff</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students and teacher/staff will wear college, feeder middle or high school (Abel and Legacy) spirit shirts weekly to foster college and career readiness.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students and staff will participate in military appreciation activities during Veterans Day week to increases awareness and foster interest in military career opportunities and pathways.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	3	3			\$36,260.00
1	4	3			\$8,288.00
1	5	3			\$12,432.00
1	6	3			\$15,540.00
1	8	3			\$15,540.00
3	1	1			\$31,080.00
3	1	2			\$68,376.00
Sub-Total					\$187,516.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$187,516.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 Title III, Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

263 Title III, Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA - Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Donations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
PTA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

PTA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grants					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 Title III, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
BEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

BEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
SAF					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$0.00
				Grand Total Spent	\$187,516.00
				+/- Difference	-\$187,516.00

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	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025