# Midland Independent School District

# Burnet Elementary

# 2025-2026 Campus Improvement Plan

# Mission Statement

Burnet Elementary will work collaboratively with all stakeholders to provide a safe, challenging, nurturing and innovative environment that will inspire, empower and unite our students as a community of learners in their pursuit of excellence.

# Vision

Inspiring Excellence…Every Student, Every Day, Every Way

# Value Statement

"Where Every Cub Becomes a Champion"

***CORE VALUES:***

**BELIEVE:** Every child can succeed.
**BUILD:** Building character, community, and curiosity.
**BELONG:** Every child and staff member matters.

**BECOME:** Working toward excellence every day.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Burnet Elementary is a 66-year-old Title I elementary school located in the southern sector of Midland, Texas, serving approximately 582 students in grades pre-kindergarten through sixth, including two Life Skills classrooms and bilingual sections from PK through 4th grade. The student demographic makeup is predominantly Hispanic (91.41%), with a significant increase in economically disadvantaged students this year—now totaling 92%. The emergent bilingual population also rose to 60.1%, while the SPED population remains steady at 13.2%..

The campus experiences high student mobility, particularly within the bilingual population, as students are often displaced due to boundary changes or overflow from nearby campuses. This high mobility disrupts the continuity of Tier 1 instruction and significantly affects instructional planning, teacher-student relationships, and long-term academic tracking. Compounding this challenge is a pattern of extended absences from families traveling internationally during the school year, particularly among bilingual families. This contributes to an attendance rate that, while improved (rising from 91.57% to 92.62%), still falls short of the district goal of 96%.

Our school-wide Title 1 program consists of parental involvement activities, after school clubs/tutorials, as well as professional development and Fine Arts programs. This year the principal created a parent and student advisory committees that met 3 times per semester.

Burnet Elementary has 52 professional staff with 33 teaching staff (19 certified, 7 DOI 'District of Innovation' and 6 Associate Teachers). Staff at Burnet include: 1 Fine Arts Teacher, 1 PE Teacher and 1 PE Assistant, 2 Special Education Teachers, 1 District Dyslexia teacher, 1 District Speech Teacher, 1 District Diagnostician, 1 Media Clerk, *Opportunity Culture: 2 MCL's, 1 TRT, 2 Reach Associate's*, 1 Principal, 1 Assistant Principal, 1 Counselor, 1 Literacy Strategist, 1 Secretary, 1 Clerk, 1 Nurse, 1 Police Officer, 1 District Technology Specialist, and 6 Para Professionals.

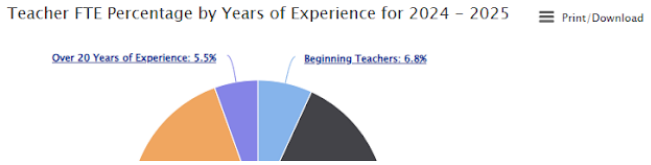
Burnet Elementary Leadership's Team includes: Principal, Assistant Principal, Community Member, Parent, Literacy Strategist, MCL's, Counselor. Burnet stakeholders contribute to the development of the improvement plan through the completion of district wide and campus school quality surveys that inform decisions made for improvement. Quarterly meetings are held with committee members to discuss areas of improvement and to celebrate successes.

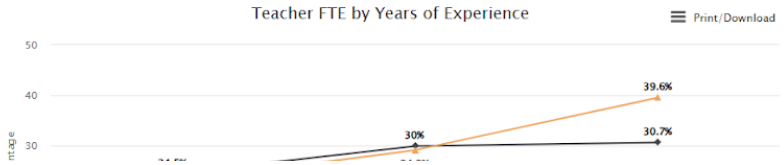
Campus Attendance for Years: 2024, 2025 for All Campuses

| Campus | Total Days Absent 2023 - 2024 | Total Eligible Days Present 2023 - 2024 | Total Ineligible Days Present 2023 - 2024 | Membership (Abs + Pres) 2023 - 2024 | Average Daily Attendance 2023 - 2024 | Percent In Attendance 2023 - 2024 | Total Days Absent 2024 - 2025 | Total Eligible Days Present 2024 - 2025 | Total Ineligible Days Present 2024 - 2025 | Membership (Abs + Pres) 2024 - 2025 | Average Daily Attendance 2024 - 2025 | Percent In Attendance 2024 - 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (165901104) - Burnet EL | 7,499.0 | 90,993.0 | 0.0 | 98,492.0 | 513.965 | 92.4% | 6,753.5 | 85,254.0 | 182.0 | 92,189.5 | 510.682 | 92.7% |
| **Campus Total** | 7,499.0 | 90,993.0 | 0.0 | 98,492.0 | 513.965 | 92.4% | 6,753.5 | 85,254.0 | 182.0 | 92,189.5 | 510.682 | 92.7% |

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

| | 2020 - 2021 | | | 2021 - 2022 | | | 2022 - 2023 | | | 2023 - 2024 | | | 2024 - 2025 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Eco Dis Pop | Total Pop | Percent | Eco Dis Pop | Total Pop | Percent | Eco Dis Pop | Total Pop | Percent | Eco Dis Pop | Total Pop | Percent | Eco Dis Pop | Total Pop | Percent |
| 165901104 - Burnet EL | 383 | 462 | 82.90% | 278 | 460 | 60.43% | 378 | 500 | 75.60% | 457 | 582 | 78.52% | 540 | 587 | 91.99% |
| 165901 - Midland ISD | 383 | 462 | 82.90% | 278 | 460 | 60.43% | 378 | 500 | 75.60% | 457 | 582 | 78.52% | 540 | 587 | 91.99% |




**Demographics Strengths**

- Economically disadvantaged and bilingual students outperformed peers in key STAAR metrics (e.g., 5th Grade Math Bilingual: 52.86% Approaches)
- Attendance increased nearly 1% over the year, with targeted incentives like Cougar Paw Parties and use of RaaWee attendance alerts
- Staff and community collaboration to address chronic absenteeism, including one-on-one meetings and student celebrations

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** SPED students remain significantly behind in STAAR achievement measures. Write a root cause for this priority statement.
**Root Cause:** Inconsistent implementation of individualized instructional supports, limited co-teaching practices, and gaps in aligning accommodations with student needs have contributed to low STAAR performance among SPED students.

**Problem Statement 2 (Prioritized):** Student attendance continues to fall below the district benchmark, especially among emergent bilingual students.
**Root Cause:** Language barriers and limited family outreach that reflects students' backgrounds have led to lower attendance, especially among emergent bilingual students.

**Problem Statement 3:** High rates of mobility and enrollment shifts reduce instructional consistency and effectiveness.
**Root Cause:** Frequent student mobility and mid-year enrollment changes disrupt learning continuity, making it difficult for teachers to build relationships, deliver aligned instruction, and address academic gaps effectively.

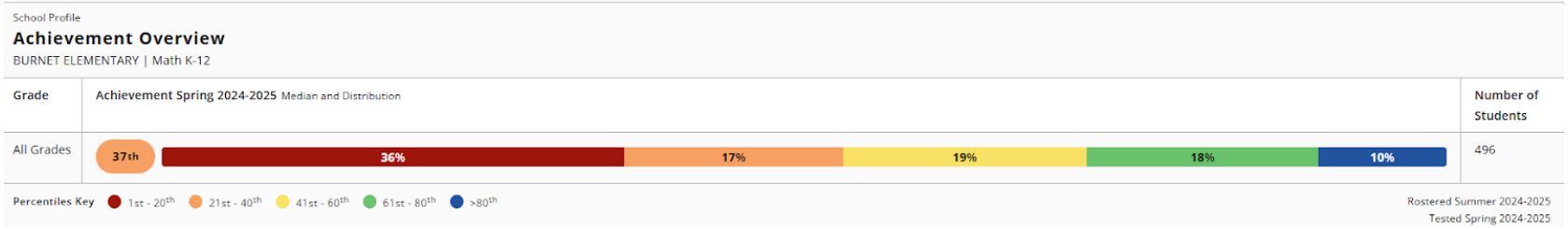
# Student Learning

### Student Learning Summary

Burnet Elementary's academic data shows progress in some areas, but notable declines in others, particularly in Reading for Grades 5 and 6. While Math performance, especially in Grade 6, has shown growth (81% Approaches, 38% Meets, 14% Masters), Reading STAAR scores declined from prior years in upper grades. In 5th Grade Reading, scores dropped from 65% Approaches and 34% Meets to 57% Approaches and 28% Meets. Similarly, 6th Grade Reading declined from 56% Approaches, 27% Meets, and 10% Masters the previous year to 49% Approaches, 22% Meets, and 6% Masters.

A key root cause identified is the significant number of emergent bilingual students transitioning from dual language or bilingual classrooms into full English immersion settings by 5th and 6th grade. Many of these students enter upper elementary grades with limited English proficiency and are expected to perform at grade-level standards without adequate language support. With Tier 1 instruction delivered exclusively in English, students who predominantly speak Spanish at home struggle to comprehend complex texts and demonstrate their understanding on assessments aligned to English Language Arts TEKS. The challenge is further compounded by limited English-language practice outside of school.

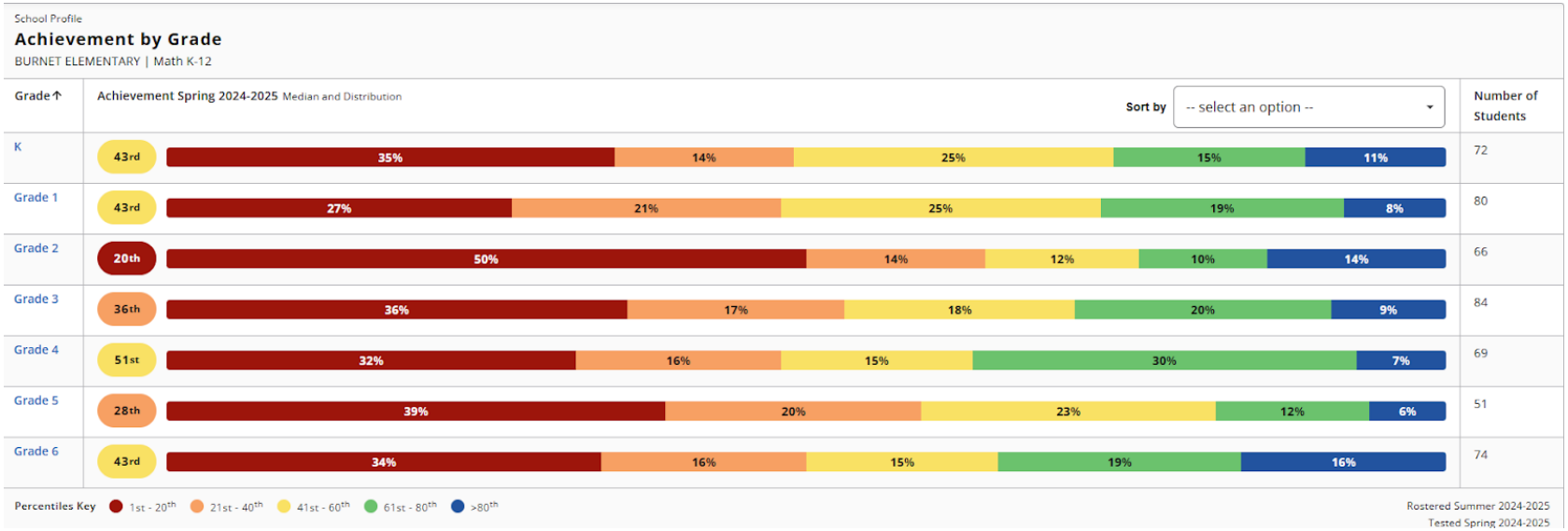
This language transition barrier heavily impacts student performance and growth measures. Burnet consistently loses growth points in 5th and 6th grade Reading STAAR due to the gap between student language acquisition and the level of rigor required to meet or exceed TEKS expectations in English reading and writing.



School Profile

## Achievement by Grade

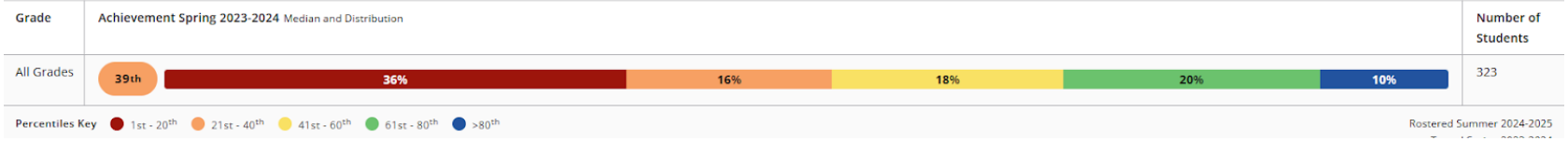
BURNET ELEMENTARY | Math K-12

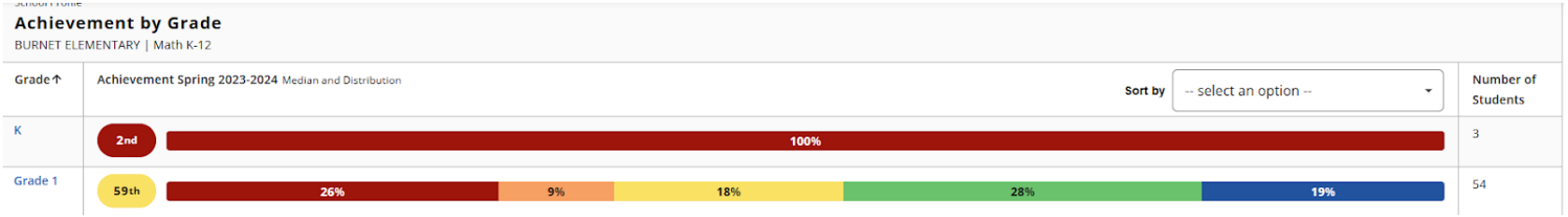



School Profile

## Achievement Overview

BURNET ELEMENTARY | Math K-12






**Student Learning Strengths**

- 6th Grade Math STAAR scores improved significantly: 81% Approaches, 38% Meets, 14% Masters
- NWEA MAP growth demonstrated in multiple grades, particularly 4th and 5th grade math
- STAAR Alternate 2 data showed 100% of students met minimum standards in Math and Science

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Declining Reading scores in upper grades are directly tied to language acquisition gaps among transitioning bilingual students.
**Root Cause:** Transitioning bilingual students in upper grades often lack adequate support in language acquisition, resulting in gaps in academic vocabulary, reading comprehension, and written expression. Limited scaffolding during the shift to all-English instruction, combined with minimal opportunities to practice English outside of school, hinders their ability to access grade-level texts and demonstrate mas

**Problem Statement 2 (Prioritized):** Limited language reinforcement at home impedes bilingual students' readiness to meet grade-level ELA TEKS.
**Root Cause:** Many bilingual students have limited exposure to English outside of school, which reduces their opportunities to practice and strengthen language skills. This impacts their ability to fully understand and meet grade-level ELA TEKS.

**Problem Statement 3 (Prioritized):** Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support.
**Root Cause:** There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs.

**Problem Statement 4 (Prioritized):** Emergent Bilingual (EB) students require increased support in academic language acquisition to fully access and master grade-level TEKS, which directly impacts their performance on STAAR and other high-stakes assessments.
**Root Cause:** EB students have limited exposure to structured opportunities for oral language development, academic vocabulary instruction, and explicit integration of the English Language Proficiency Standards (ELPS) within core content areas. This language gap hinders their ability to comprehend rigorous texts, solve word problems, and demonstrate mastery on grade-level assessments.

# School Processes & Programs

**School Processes & Programs Summary**

Burnet Elementary has focused its systems and operations around a data-informed and support-driven instructional framework. As part of the Opportunity Culture initiative, the campus employs two Multi-Classroom Leaders (MCLs) – one in Reading and one in Math – who support 3rd through 6th grade teams. A newly added Team Reach Teacher (TRT) this year provides mentorship and content support to primary grade teachers. Grade levels engage in two 45-minute Professional Learning Communities (PLCs) weekly, centered on TEKS analysis, data digs, instructional planning, and targeted intervention design. These meetings are co-facilitated by MCLs, the Instructional Specialist, and administrators.

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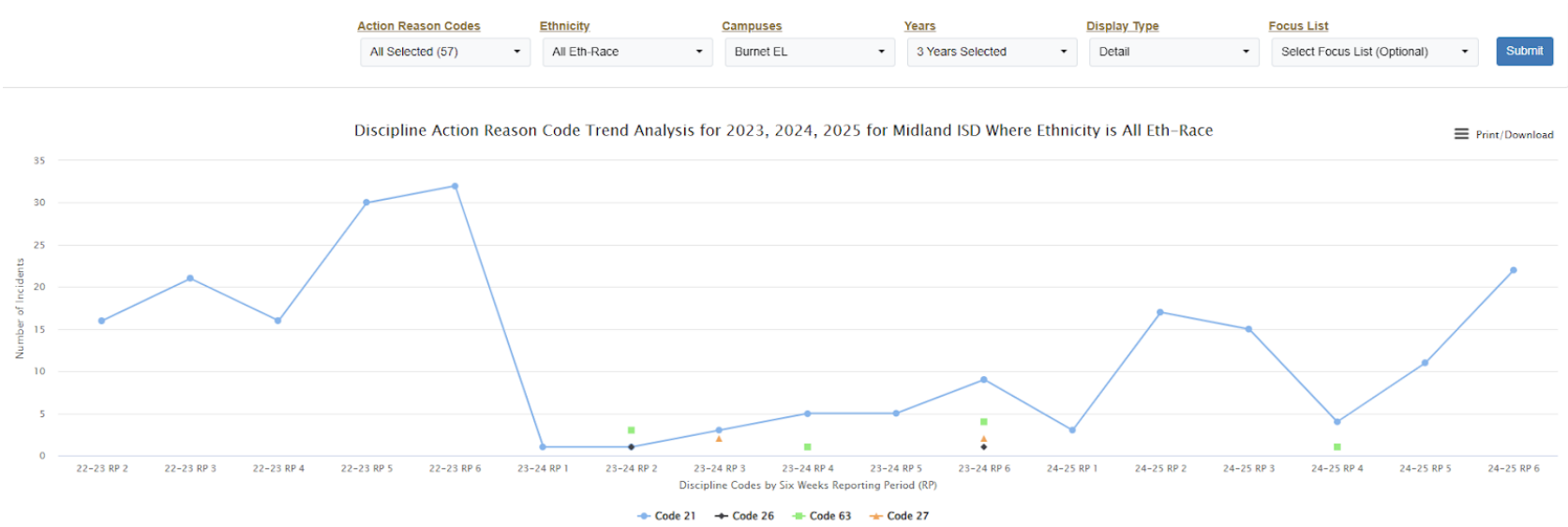


**School Processes & Programs Strengths**

- High-quality PLC structure with embedded coaching and data review
- Consistent use of instructional programs: Amplify, StemScopes, Cougar Paw behavior system
- Improved RTI structure with formal documentation and intervention fidelity
- Student access to one-to-one technology and digital platforms

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Continued need for structured Tier 3 intervention supports across content areas
**Root Cause:** Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement.

**Problem Statement 2 (Prioritized):** Inconsistencies in the implementation of safety routines at high-traffic times of day.
**Root Cause:** Lack of clearly defined roles, regular staff training, and consistent monitoring has led to uneven implementation of safety procedures during high-traffic times, such as arrival and dismissal.

**Problem Statement 3 (Prioritized):** Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement.

**Root Cause:** Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**Problem Statement 4 (Prioritized):** Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts.
**Root Cause:** Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

# Perceptions

**Perceptions Summary**

Perception data gathered through the K–12 Insight Survey, advisory committee feedback, and family engagement logs indicates a positive shift in the school climate and stakeholder satisfaction. Over the past year, Burnet Elementary has hosted more than 20 family events, many tied to literacy, community culture, and celebration. Events such as Muffins with Moms (250+ attendees) and Math-O-Ween (>200 attendees) showed a substantial increase in turnout compared to prior years. The PTA was reestablished and recognized with district awards for membership growth and participation. Student and parent advisory committees now meet quarterly to provide input and co-design initiatives.

Despite these gains, academic events such as Literacy Night and STAAR Information Nights remain under-attended (e.g., <50 attendees). A primary barrier is the rural location of many families, which limits access due to lack of reliable transportation. While the campus has attempted to use services such as Hop Skip Drive and bus accommodations, these options are not always available or sufficient.

The creation of the Ben Carson Reading Room and the integration of 1:1 student technology have contributed positively to student engagement and family confidence in Burnet's learning environment.

**Perceptions Strengths**

- Significant increase in parent participation and community pride through PTA and advisory boards
- Monthly school events to promote literacy, culture, and celebration
- Strong communication and branding of student success via Cougar Paw Parties and weekly newsletters

**Strengths Identified:**

- **Strong staff-student relationships:** 94% of parents and staff believe teachers genuinely care about students. Staff unanimously agree that students can go to adults for help with personal or academic issues.

- **Visible and trusted leadership:** Over 90% of staff and parents agree the principal and assistant principal make decisions in the best interest of students and are visible on campus and at events.

- **Positive parent interactions:** 94% of parents report receiving good customer service, and an equal percentage feel respected by staff. Family

engagement efforts, including opportunities for input and volunteering, are viewed favorably.

**Areas of Concern:**

- **Student sense of belonging and safety:** Only 59% of secondary students feel they belong, and only 61% feel the school is safe. Respect among students is also a concern, with just 49% of students agreeing peers treat one another respectfully.

- **Communication with students and parents:** A quarter of parents (25%) feel uninformed about academic progress. Only 70% of students and parents feel that academic communication is strong, and only 66% of students feel they can easily communicate with staff.

**Fairness in discipline and behavior:** Just 52% of students believe discipline is enforced fairly, and only 53% believe the school has zero tolerance for bullying, highlighting inconsistencies between staff perceptions and student experiences.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Academic-focused engagement events receive significantly lower turnout compared to social events.
**Root Cause:** Families are more likely to attend social events than academic ones due to limited understanding of how academic events support their child's success, scheduling conflicts, and a lack of engaging, family-friendly formats for academic activities.

**Problem Statement 2 (Prioritized):** Lack of transportation restricts equitable access to academic parent engagement events.
**Root Cause:** Limited transportation options prevent some families, especially those without reliable access to a vehicle, from attending academic engagement events, reducing equitable opportunities for involvement in their child's learning.

# Priority Problem Statements

**Problem Statement 1**: SPED students remain significantly behind in STAAR achievement measures. Write a root cause for this priority statement.

**Root Cause 1**: Inconsistent implementation of individualized instructional supports, limited co-teaching practices, and gaps in aligning accommodations with student needs have contributed to low STAAR performance among SPED students.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Student attendance continues to fall below the district benchmark, especially among emergent bilingual students.

**Root Cause 2**: Language barriers and limited family outreach that reflects students' backgrounds have led to lower attendance, especially among emergent bilingual students.

**Problem Statement 2 Areas**: Demographics

**Problem Statement 3**: Declining Reading scores in upper grades are directly tied to language acquisition gaps among transitioning bilingual students.

**Root Cause 3**: Transitioning bilingual students in upper grades often lack adequate support in language acquisition, resulting in gaps in academic vocabulary, reading comprehension, and written expression. Limited scaffolding during the shift to all-English instruction, combined with minimal opportunities to practice English outside of school, hinders their ability to access grade-level texts and demonstrate mas

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: Limited language reinforcement at home impedes bilingual students' readiness to meet grade-level ELA TEKS.

**Root Cause 4**: Many bilingual students have limited exposure to English outside of school, which reduces their opportunities to practice and strengthen language skills. This impacts their ability to fully understand and meet grade-level ELA TEKS.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: Continued need for structured Tier 3 intervention supports across content areas

**Root Cause 5**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement.

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

**Problem Statement 6**: Academic-focused engagement events receive significantly lower turnout compared to social events.

**Root Cause 6**: Families are more likely to attend social events than academic ones due to limited understanding of how academic events support their child's success, scheduling conflicts, and a lack of engaging, family-friendly formats for academic activities.

**Problem Statement 6 Areas**: Perceptions

**Problem Statement 7**: Lack of transportation restricts equitable access to academic parent engagement events.

**Root Cause 7**: Limited transportation options prevent some families, especially those without reliable access to a vehicle, from attending academic engagement events, reducing

equitable opportunities for involvement in their child's learning.

**Problem Statement 7 Areas**: Perceptions

**Problem Statement 8**: Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support.

**Root Cause 8**: There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs.

**Problem Statement 8 Areas**: Student Learning

**Problem Statement 9**: Inconsistencies in the implementation of safety routines at high-traffic times of day.

**Root Cause 9**: Lack of clearly defined roles, regular staff training, and consistent monitoring has led to uneven implementation of safety procedures during high-traffic times, such as arrival and dismissal.

**Problem Statement 9 Areas**: School Processes & Programs

**Problem Statement 10**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement.

**Root Cause 10**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**Problem Statement 10 Areas**: School Processes & Programs

**Problem Statement 11**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts.

**Root Cause 11**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

**Problem Statement 11 Areas**: School Processes & Programs

**Problem Statement 12**: Emergent Bilingual (EB) students require increased support in academic language acquisition to fully access and master grade-level TEKS, which directly impacts their performance on STAAR and other high-stakes assessments.

**Root Cause 12**: EB students have limited exposure to structured opportunities for oral language development, academic vocabulary instruction, and explicit integration of the English Language Proficiency Standards (ELPS) within core content areas. This language gap hinders their ability to comprehend rigorous texts, solve word problems, and demonstrate mastery on grade-level assessments.

**Problem Statement 12 Areas**: Student Learning

# 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 in ELAR will increase from 91% to 100% by 2026.

**Evaluation Data Sources:** CLI

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** PreK teachers will ensure ongoing monitoring and tracking of student progress regarding identification of letters and sounds. They will use a visible tracking system where progress will be displayed.<br>**Strategy's Expected Result/Impact:** Ongoing monitoring and visible tracking of letter and sound recognition will allow teachers to provide timely, targeted support. This will lead to increased student mastery of early literacy skills and support progress toward the campus goal of 100% of PreK students performing at grade level in ELAR by 2026.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** PreK teachers will participate in weekly PLC's focused on ELAR instruction aligned to the Texas Prekindergarten guidelines, using data from CLI and classroom observations.<br>**Strategy's Expected Result/Impact:** Facilitates consistent, intentional instruction and early identification of learning gaps to ensure every student meets ELAR readiness targets.<br>**Staff Responsible for Monitoring:** Administration, Teachers<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** PreK teachers will attend CLI training provided by the Early Childhood Service Department, and implement high-quality instructional methods and practices.<br>**Strategy's Expected Result/Impact:** Teachers will increase knowledge on CLI assessments that will impact student achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources include high leverage learning. Impact will result in an increase in PreK performance.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Considerable | | | |

 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 2:** The percentage of PreK students performing at grade level in Math will increase from 94% to 100% by 2026.

**Evaluation Data Sources:** CLI

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** PreK teachers will ongoing monitoring and tracking of student progress regarding identification of numbers and number sense. They will use a visible tracking system where progress will be displayed.<br>**Strategy's Expected Result/Impact:** Visible progress tracking will promote student ownership and increase engagement with number sense skills. Teachers will be able to quickly identify learning gaps and adjust instruction, leading to improved mastery of number identification and foundational math concepts across all PreK classrooms.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** PreK teachers will engage in weekly PLC's dedicated to collaborative planning and analysis of math skill progression based on the Texas Prekindergarten Guidelines, with targeted instruction informed by data from CLI and classroom observations.<br>**Strategy's Expected Result/Impact:** PreK students will show consistent growth in foundational math skills through targeted, TEKS-aligned instruction and data-driven planning. CLI Engage data will reflect increased proficiency, supporting the goal of 100% of students performing at or above grade level by 2026.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** PreK teachers will attend CLI training provided by the Early Childhood Service Department, and implement high-quality instructional methods and practices.<br>**Strategy's Expected Result/Impact:** Teachers will increase knowledge and CLI assessments that will impact student's achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources into high leverage learning. Impact will result in an increase in PreK performance to reach 100%.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>2.51, 2.52<br>- **TEA Priorities:**<br>Build a foundation of reading and math<br>- **ESF Levers:**<br>Lever 5: Effective Instruction | <br>Considerable | | | |

 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 3:** The percentage of Kinder students performing at grade in ELAR will increase from 17% to 32% by 2026.

**High Priority**

**Evaluation Data Sources:** Iready, MClass

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Teachers will ensure ongoing monitoring and tracking of student progress and will conference with student's regarding their goals. They will use a visible tracking system where progress will be displayed and emphasis will be on High Focus (EB, Economically Disadvantaged, SPED, Homeless) student groups. Students who meet quarterly goals will be rewarded with a goal party.<br>**Strategy's Expected Result/Impact:** Students will take ownership and progress monitor their individual student goals, resulting in an increase of 75% or higher.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Kindergarten teachers will meet weekly to unpack ELAR TEKS, internalize lessons, and rehearse using TLAC Methods of Practice. Focus will be on building strong Tier 1 instruction for all learners, including those with learning differences.<br>**Strategy's Expected Result/Impact:** Improved instructional delivery and lesson alignment will lead to increased student engagement, skill mastery, and stronger support for diverse learners in Kindergarten.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Kindergarten teachers will meet bi-weekly to analyze formative data (mCLASS, i-Ready, exit tickets), plan TEKS-aligned reteach and enrichment lessons, and monitor progress of high-priority groups. This ensures timely support, builds foundational literacy and numeracy skills, and accelerates student growth toward grade-level mastery.<br>**Strategy's Expected Result/Impact:** Timely, data-driven instruction will lead to improved mastery of foundational reading and math TEKS, closing learning gaps and increasing the percentage of Kindergarten students performing at or above grade level.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4 | <br>Some Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 3 Problem Statements:

## School Processes & Programs

**Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

**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 Kinder students performing at grade level in Math will increase from 3% to 30%.

**High Priority**

**Evaluation Data Sources:** Iready, District created assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Kinder teachers will participate in weekly PLCs to unpack Math TEKS , analyze formative assessment data (i-Ready, exit tickets), and collaboratively plan reteach/enrichment lessons.<br>**Strategy's Expected Result/Impact:** Ongoing collaboration and data-driven planning will lead to more intentional, TEKS-aligned instruction and improve student performance across core math skills.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will use i-Ready, exit ticket, and CFA data to group students and deliver targeted instruction on TEKS-aligned skills. Student progress will be monitored using visual goal trackers.<br>**Strategy's Expected Result/Impact:** Targeted support will close skill gaps and accelerate growth, increasing the percentage of students performing at grade level in math by 2026.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Kindergarten teachers will implement a daily Calendar Math Wall routine that spirals previously taught TEKS and front-loads upcoming essential math TEKS. The routine will include activities such as number of the day, ten frames, pattern building, graphing, and shape identification.<br>**Strategy's Expected Result/Impact:** Daily repetition and early exposure to priority TEKS will strengthen foundational math understanding, improve long-term retention, and support students in mastering grade-level skills by the end of the year.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4 | Some Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 4 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals. |
| **Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps. |

**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 1st grade students performing at grade in ELAR will increase from 4% to 32% by 2026.

**High Priority**

**Evaluation Data Sources:** Iready, MClass, District created assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Teachers will engage in weekly PLCs to unpack priority 1st grade ELAR TEKS, internalize lessons, and analyze student work samples and formative data to plan high-impact literacy instruction.<br>**Strategy's Expected Result/Impact:** Collaborative planning will ensure aligned, rigorous instruction and lead to more consistent mastery of grade-level ELAR skills.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>- **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>- **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will implement visible student goal trackers aligned to ELAR TEKS. Progress will be monitored biweekly using i-Ready, mCLASS, and exit tickets, and classroom observations to adjust instruction and celebrate student growth.<br>**Strategy's Expected Result/Impact:** Goal setting will boost student ownership and engagement, while regular data monitoring will support timely instructional adjustments and accelerate reading progress.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Teachers will use mCLASS, i-Ready, and exit ticket data to provide small group instruction tailored to specific student needs. Groups will be flexible and adjusted every 2-3 weeks based on progress.<br>**Strategy's Expected Result/Impact:** Individualized instruction will close skill gaps for struggling readers and extend learning for advanced students, increasing the percentage of students reading on grade level.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**Problem Statements:** School Processes & Programs 4 | <br>Some Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 5 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals. |

## School Processes & Programs

**Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

**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 1st grade students performing at grade level in Math will increase from 3% to 30% by 2026.

**High Priority**

**Evaluation Data Sources:** Iready, District created assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Teachers will meet weekly in PLCs to unpack priority Math TEKS, internalize lessons, and rehearse high-leverage instructional strategies for Tier 1 delivery.<br>**Strategy's Expected Result/Impact:** Consistent collaboration around TEKS and instructional planning will strengthen Tier 1 math instruction and increase student mastery on formative and summative assessments.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will use i-Ready, exit tickets, and district assessments to monitor student mastery of math TEKS. Students will use visual trackers to set and monitor progress toward goals in number sense, operations, and problem-solving.<br>**Strategy's Expected Result/Impact:** Regular data analysis and progress tracking will inform instructional adjustments, empower student ownership, and accelerate growth in key math skills.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Teachers will provide small group instruction based on data from classroom observations, exit tickets, CFAs and i-Ready, targeting key 1st grade math TEKS . Groups will be flexible and re-evaluated every 2-3 weeks.<br>**Strategy's Expected Result/Impact:** Tailored instruction will close gaps for below-grade-level students and challenge advanced learners, increasing the number of students performing at or above grade level in math.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>- **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>- **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4 | Some Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 6 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals. |
| **Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps. |

**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 2nd grade students performing at grade in ELAR will increase from 16% to 31% by 2026.

**High Priority**

**Evaluation Data Sources:** Iready, MClass, District created assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** 2nd grade teachers will participate in weekly PLCs to unpack high-priority ELAR TEKS, analyze student work samples, and collaboratively plan aligned, rigorous Tier 1 instruction.<br>**Strategy's Expected Result/Impact:** Intentional collaboration around TEKS and instructional delivery will ensure consistency in Tier 1 instruction and increase student mastery of foundational reading and comprehension skills.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will analyze data from i-Ready, mCLASS, and common formative assessments every two weeks to monitor growth on key ELAR TEKS. Data will be tracked using class-level spreadsheets and individual student goal folders for decoding, fluency, and comprehension.<br>**Strategy's Expected Result/Impact:** Frequent data analysis will drive timely instructional adjustments and support personalized reteach, leading to steady growth in reading proficiency.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Using formative data, teachers will provide flexible, TEKS-aligned small group instruction targeting decoding, fluency, and comprehension. Groups will be adjusted every 2-3 weeks and supported by Literacy Strategist.<br>**Strategy's Expected Result/Impact:** Targeted reteach and enrichment will close specific skill gaps and accelerate progress for struggling readers, while extending learning for advanced students, helping move more students to grade level by 2026.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4 | <br>Some Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 7 Problem Statements:

## School Processes & Programs

**Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

**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 2nd students performing at grade level in Math will increase from 3% to 20% by 2026.

**High Priority**

**Evaluation Data Sources:** Iready, district created assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** 2nd grade teachers will meet weekly to unpack priority math TEKS, rehearse lesson delivery, and plan differentiated activities and checks for understanding.<br>**Strategy's Expected Result/Impact:** Consistent collaboration and planning will strengthen instructional quality and ensure students receive aligned, rigorous instruction.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will use i-Ready, CFA, classroom observations and exit ticket data to analyze student progress on targeted TEKS. Students will use math goal trackers to monitor progress in number sense, operations, and problem-solving.<br>**Strategy's Expected Result/Impact:** Timely data use will drive instructional decisions and empower students to take ownership of their learning, accelerating progress toward math proficiency.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Flexible small groups will be formed based on mastery of key TEKS. Students will receive targeted reteach or enrichment activities. MCLs and interventionists will support instruction.<br>**Strategy's Expected Result/Impact:** Targeted support and enrichment will close learning gaps and push students to deeper levels of mastery, moving more students to grade level and beyond.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>- **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>- **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4 | <br>Some Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 8 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals. |
| **Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps. |

**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 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 24% to 39% by 2026.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, Iready, STAAR, district created assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** The campus master schedule will include a protected, daily intervention/enrichment block for 3rd-grade students. Instruction during this time will be based on RLA TEKS performance data and tailored to student needs in fluency, comprehension, and vocabulary development.<br>**Strategy's Expected Result/Impact:** Strategic scheduling will ensure every student (particularly those performing below grade level or identified in Domain 3 student groups- e.g., EB, SPED, Eco-Dis, Homeless) receives focused support or extension daily, leading to accelerated growth in RLA proficiency and increased STAAR performance.<br>**Staff Responsible for Monitoring:** Teachers, Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 1 | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** 3rd-grade teachers will meet weekly in PLCs to unpack high-priority Reading TEKS, analyze i-Ready, CFAs, and exit ticket data to collaboratively plan aligned reteach and enrichment lessons. PLCs will also include identifying high leverage task, embedding MOP Strategies and lesson rehearsal.<br>**Strategy's Expected Result/Impact:** Ongoing collaboration and data-driven planning will ensure rigorous, targeted instruction that responds to student needs in real time, resulting in increased mastery of reading standards.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Teachers will implement structured weekly writing opportunities for EB students, aligned to 3.10A-C (composition and conventions), and support language development using Summit K12 resources for vocabulary, grammar, and TELPAS-aligned writing practice. Writing samples will be analyzed in PLCs to monitor growth and adjust instruction.<br>**Strategy's Expected Result/Impact:** Language development through consistent writing practice and use of Summit K12 will strengthen EB students' academic vocabulary and written expression, leading to gains in both STAAR RLA performance and TELPAS proficiency.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**Problem Statements:** Student Learning 1 | <br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** Utilize the instructional expertise of the Team Reach Teacher (TRT) to provide targeted coaching, model best practices, and co-teach with the assigned 3rd grade Reading teacher. The TRT will lead planning meetings, facilitate lesson internalization using TEKS-aligned resources, and support DDI (Data-Driven Instruction) practices to ensure alignment, rigor, and student progress. The TRT's support will be guided by Opportunity Culture principles, providing high-impact, sustainable instructional leadership within the classroom.<br>**Strategy's Expected Result/Impact:** Increased teacher capacity in planning and delivering rigorous, TEKS-aligned Reading instruction.<br><br>Improved implementation of best practices for emergent bilinguals, including language acquisition strategies.<br><br>Accelerated student growth and performance in 3rd grade Reading STAAR, particularly for high-priority subgroups.<br><br>Strengthened collaboration and professional learning between the TRT and classroom teacher.<br>**Staff Responsible for Monitoring:** TRT (Team Reach Teacher), 3rd Grade Reading Teacher, MCL Reading, Instructional Coach, Assistant Principal, Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing<br>**Problem Statements:** Student Learning 3<br>**Funding Sources:** TRT - 211 Title 1 | <br>Some Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 9 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Declining Reading scores in upper grades are directly tied to language acquisition gaps among transitioning bilingual students. **Root Cause**: Transitioning bilingual students in upper grades often lack adequate support in language acquisition, resulting in gaps in academic vocabulary, reading comprehension, and written expression. Limited scaffolding during the shift to all-English instruction, combined with minimal opportunities to practice English outside of school, hinders their ability to access grade-level texts and demonstrate mas |
| **Problem Statement 3**: Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support. **Root Cause**: There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs. |

## School Processes & Programs

**Problem Statement 1**: Continued need for structured Tier 3 intervention supports across content areas **Root Cause**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement.

**Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**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:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 32% to 47% by 2026.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, Iready, district created assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Designate a daily math intervention/enrichment block in the master schedule to provide reteach and extension opportunities based on student data. Instruction will target high-impact priority TEKS.<br>**Strategy's Expected Result/Impact:** Daily, focused support will address learning gaps and extend learning for advanced students, increasing overall math mastery and STAAR performance.<br>**Staff Responsible for Monitoring:** Teachers, Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Problem Statements:** School Processes & Programs 1 | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** 3rd-grade teams will meet twice a week in PLCs to unpack math TEKS, plan aligned instruction, and analyze biweekly data (i-Ready, CFAs, exit tickets). DDI meetings will focus on identifying trends, misconceptions, and student progress, with reteach plans and exemplar modeling created collaboratively.<br>**Strategy's Expected Result/Impact:** Ongoing collaboration and timely response to data will improve instructional precision and lead to increased student proficiency on high-priority math standards.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 3 | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Teachers will utilize Summit K12 to strengthen EB students' understanding of math vocabulary and concepts aligned to priority TEKS. Instruction will incorporate visuals, sentence stems, anchor charts, and hands-on manipulatives to support comprehension and language development.<br>**Strategy's Expected Result/Impact:** Targeted language scaffolds and digital support from Summit K12 will improve EB students' ability to access and master grade-level math content, contributing to increased performance on the Math STAAR.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 4<br>**Funding Sources:** - 211 Title 1 | <br>Some Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 10 Problem Statements:

## Student Learning

**Problem Statement 3**: Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support. **Root Cause**: There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs.

**Problem Statement 4**: Emergent Bilingual (EB) students require increased support in academic language acquisition to fully access and master grade-level TEKS, which directly impacts their performance on STAAR and other high-stakes assessments. **Root Cause**: EB students have limited exposure to structured opportunities for oral language development, academic vocabulary instruction, and explicit integration of the English Language Proficiency Standards (ELPS) within core content areas. This language gap hinders their ability to comprehend rigorous texts, solve word problems, and demonstrate mastery on grade-level assessments.

## School Processes & Programs

**Problem Statement 1**: Continued need for structured Tier 3 intervention supports across content areas **Root Cause**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement.

**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:** The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 45% to 60% by 2026.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, Iready, district created assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Optimize the master schedule to prioritize targeted intervention and enrichment.<br>**Strategy's Expected Result/Impact:** The campus master schedule will be strategically designed to ensure protected, uninterrupted instructional blocks and dedicated time for intervention and enrichment through the WIN (What I Need) framework. This structure supports differentiated, data-informed instruction for all learners, particularly those performing below grade level or identified in Domain 3 student groups (e.g., EB, Sped, Eco-Dis, homeless).<br>**Staff Responsible for Monitoring:** Teachers, Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 1 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will ensure ongoing monitoring and tracking of student progress. Each student will maintain a data binder to track progress on fluency, comprehension, and priority TEKS mastery. Teachers will guide students in goal setting using i-Ready and CFA results. Students who meet quarterly goals will be rewarded with a goal party.<br>**Strategy's Expected Result/Impact:** Student ownership of progress will increase motivation, reinforce accountability, and support targeted growth in individual reading skills.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4<br>**Funding Sources:** - 211 Title 1 | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Establish and sustain twice-weekly PLC's focused on unpacking TEKS, lesson internalization and lesson rehearsal. These collaborative sessions will ensure rigorous instruction for all learners and build teacher capacity to address the needs of students with learning differences.<br>**Strategy's Expected Result/Impact:** Through consistent lesson internalization, TLAC-based rehearsal, and data-driven collaboration during PLCs, instructional quality will improve across classrooms--resulting in increased grade-level proficiency in reading and math for all students, including those receiving dyslexia services and other high-priority supports--while also strengthening teacher capacity, instructional alignment, and equitable access to rigorous Tier 1 instruction.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** Visible classroom and grade-level hallway data trackers will display progress on key TEKS and assessment goals. Classrooms will celebrate growth through color-coded charts, bulletin boards, and reading achievement milestones.<br>**Strategy's Expected Result/Impact:** Ongoing visibility of progress will build a culture of achievement, motivate students, and foster a collective focus on meeting reading goals.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>- **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>- **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4<br>**Funding Sources:** - 211 Title 1 | <br>Moderate Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 11 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: Continued need for structured Tier 3 intervention supports across content areas **Root Cause**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement. |
| **Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals. |
| **Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps. |

**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 12:** The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 52% to 67% by 2026.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, Iready, district created assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Designate a protected block in the master schedule for daily small group math intervention/enrichment based on real-time data. Instruction during this block will target essential TEKS.<br>**Strategy's Expected Result/Impact:** Daily focused instruction will provide timely support and extension opportunities, leading to increased mastery of grade-level math standards.<br>**Staff Responsible for Monitoring:** Teachers, Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Problem Statements:** School Processes & Programs 1 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Each student will maintain a personal math goal folder tracking mastery of priority TEKS. Teachers will update goals based on i-Ready, CFA, exit tickets, and STAAR-aligned data.<br>**Strategy's Expected Result/Impact:** Increased student ownership and visibility of growth will drive motivation and sharpen focus on specific learning goals, resulting in accelerated progress and performance.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 3<br>**Funding Sources:** - 211 Title 1 | <br>Considerable | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Teachers will meet twice a week in PLCs to internalize high-priority math TEKS, rehearse model lessons, and embed Teach Like a Champion (TLAC) techniques like "Check for Understanding" , "Active Monitoring" and "Everybody Writes" to increase engagement and precision.<br>**Strategy's Expected Result/Impact:** Consistent collaboration and intentional planning will enhance lesson delivery and student engagement, resulting in stronger Tier 1 instruction and improved STAAR readiness.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** Teachers will support EB learners by integrating ELPS into math instruction, using academic vocabulary word walls, sentence stems, anchor charts, visual aids, and Summit K12 to support TEKS.<br>**Strategy's Expected Result/Impact:** Language-rich, scaffold instruction will improve EB students' comprehension and expression of mathematical reasoning, supporting stronger performance on STAAR.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>- **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>- **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 4 - School Processes & Programs 4<br>**Funding Sources:** - 211 Title 1 | <br>Moderate Progress | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 5:** The Reach Associate will be embedded in the MCL's classroom as a consistent instructional partner who ensures students continue to receive rigorous, aligned, and engaging instruction even when the MCL is engaged in coaching responsibilities. The Reach Associate will receive ongoing training and planning support from the MCL, enabling her to reinforce TEKS-aligned lessons, manage instructional routines, and support small group interventions. This structure allows the MCL to provide high-quality coaching to other teachers without sacrificing the integrity of instruction in their own classroom, fulfilling the Opportunity Culture promise of expanded impact without dilution.<br>**Strategy's Expected Result/Impact:** Continuity of high-quality Tier 1 instruction in the MCL's classroom.<br><br>Increased student achievement in the MCL-led class and across the team due to uninterrupted instruction and stronger coaching reach.<br><br>Enhanced instructional capacity of the Reach Associate, fostering leadership development and potential teacher pipeline.<br><br>Improved coaching effectiveness and frequency across the grade level.<br>**Staff Responsible for Monitoring:** MCL (Multi-Classroom Leader), MCL Reach Associate, 3rd-6th Grade Teachers, Instructional Coach, Assistant Principal, Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3<br>**Funding Sources:** Reach Associate - 211 Title 1 | Moderate Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 12 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 3**: Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support. **Root Cause**: There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs. |

## Student Learning

**Problem Statement 4**: Emergent Bilingual (EB) students require increased support in academic language acquisition to fully access and master grade-level TEKS, which directly impacts their performance on STAAR and other high-stakes assessments. **Root Cause**: EB students have limited exposure to structured opportunities for oral language development, academic vocabulary instruction, and explicit integration of the English Language Proficiency Standards (ELPS) within core content areas. This language gap hinders their ability to comprehend rigorous texts, solve word problems, and demonstrate mastery on grade-level assessments.

## School Processes & Programs

**Problem Statement 1**: Continued need for structured Tier 3 intervention supports across content areas **Root Cause**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement.

**Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

**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 13:** The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 37% to 52% by 2026.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, Iready, district created assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Incorporate a daily, protected RLA intervention/enrichment block focused on reteaching priority TEKS and providing enrichment for students performing at or above grade level.<br>**Strategy's Expected Result/Impact:** Dedicated time for targeted literacy support will increase mastery of essential TEKS and move more students toward Meets and Masters on STAAR.<br>**Staff Responsible for Monitoring:** Teachers, Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 1 | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** All students will maintain individual data binders to track reading goals, TEKS progress, and fluency/ comprehension growth. Teachers will facilitate biweekly goal-setting check-ins using i-Ready, CFAs, and fluency data.<br>**Strategy's Expected Result/Impact:** Increased student ownership and goal awareness will lead to greater focus, accountability, and measurable gains in reading proficiency.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 3 | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Teachers will meet weekly in PLCs to analyze CFA and STAAR-aligned assessment data, internalize TEKS-aligned lessons, and rehearse implementation using model texts and shared questioning strategies.<br>**Strategy's Expected Result/Impact:** Intentional collaboration and practice will strengthen Tier 1 instruction and ensure alignment to STAAR rigor, increasing student achievement.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** EB students will receive targeted support through Summit K12 to build academic vocabulary and strengthen reading comprehension. Weekly tasks will include TELPAS-style writing prompts, reading passages, and vocabulary development aligned with TEKS and ELPS.<br>**Strategy's Expected Result/Impact:** Strategic language development will increase EB students' ability to understand complex texts and respond to questions using academic language, boosting their STAAR performance and TELPAS growth.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 4 - School Processes & Programs 4<br>**Funding Sources:** - 211 Title 1 | <br>Moderate Progress | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 5:** Under the Opportunity Culture model, the Reach Associate assigned to the Reading MCL will deliver high-quality, TEKS-aligned instruction in the MCL's classroom during coaching cycles and planning sessions. Through ongoing collaboration and planning with the MCL, the Reach Associate will reinforce lesson objectives, implement structured literacy routines, and support small group instruction. This structure allows the MCL to provide consistent coaching and lesson internalization support to other Reading teachers without compromising instructional quality in her own classroom. The Reach Associate plays a vital role in ensuring students in the MCL's class continue to receive targeted instruction that builds foundational reading skills and comprehension.<br>**Strategy's Expected Result/Impact:** Continuity of rigorous, TEKS-aligned Reading instruction in the MCL's classroom during coaching time.<br><br>Strengthened implementation of reading strategies, particularly for emergent bilinguals and students receiving intervention.<br><br>Improved student reading performance in the MCL-led classroom and across the grade level.<br><br>Increased coaching capacity for the MCL, leading to more frequent and effective support for team teachers.<br><br>Development of the Reach Associate's instructional expertise, contributing to teacher pipeline growth and sustainability of Opportunity Culture.<br>**Staff Responsible for Monitoring:** MCL, Reach Associate, 3rd-6th Reading teachers, Principal, Assistant Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3<br>**Funding Sources:** Reach Associate - 211 Title 1 - 48,000 | <br>Considerable | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 13 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 3**: Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support. **Root Cause**: There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs. |

## Student Learning

**Problem Statement 4**: Emergent Bilingual (EB) students require increased support in academic language acquisition to fully access and master grade-level TEKS, which directly impacts their performance on STAAR and other high-stakes assessments. **Root Cause**: EB students have limited exposure to structured opportunities for oral language development, academic vocabulary instruction, and explicit integration of the English Language Proficiency Standards (ELPS) within core content areas. This language gap hinders their ability to comprehend rigorous texts, solve word problems, and demonstrate mastery on grade-level assessments.

## School Processes & Programs

**Problem Statement 1**: Continued need for structured Tier 3 intervention supports across content areas **Root Cause**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement.

**Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

**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 14:** The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 27% to 42% by 2026.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, Iready, district created assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Optimize the master schedule to prioritize targeted intervention and enrichment.<br>**Strategy's Expected Result/Impact:** The campus master schedule will be strategically designed to ensure protected, uninterrupted instructional blocks and dedicated time for intervention and enrichment through the WIN (What I Need) framework. This structure supports differentiated, data-informed instruction for all learners, particularly those performing below grade level or identified in Domain 3 student groups (e.g., EB, Sped, Eco-Dis, homeless).<br>**Staff Responsible for Monitoring:** Teachers, Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Problem Statements:** School Processes & Programs 1 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will ensure ongoing monitoring and tracking of student progress and will conference with student's regarding their goals. They will use a visible tracking system where progress will be displayed and emphasis will be on High Focus student groups (EB's, SPED, Homeless, Economically Disadvantaged). Students who meet quarterly goals will be rewarded with a goal party.<br>**Strategy's Expected Result/Impact:** Students will take ownership and progress monitor their individual student goals, resulting in an increase of 45% or higher.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 3<br>**Funding Sources:** - 211 Title 1 | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Establish and sustain twice-weekly PLCs focused on unpacking TEKS, lesson internalization, practicing TLAC Methods of Practice (MOPs), and lesson rehearsal. These collaborative sessions will ensure rigorous instruction for all learners and build teacher capacity to address the needs of students with learning differences.<br>**Strategy's Expected Result/Impact:** Through consistent lesson internalization, TLAC-based rehearsal, and data-driven collaboration during PLCs, instructional quality will improve across classrooms--resulting in increased grade-level proficiency in reading and math for all students, including those receiving dyslexia services and other high-priority supports--while also strengthening teacher capacity, instructional alignment, and equitable access to rigorous Tier 1 instruction.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** Implement a campus-wide DDI cycle that includes bi-weekly analysis of formative data (exit tickets, CFA's, MAP, Iready, district created assessments), collaborative planning of reteach and enrichment lessons, and progress monitoring of high-priority student groups. This strategy will equip teachers to respond to student needs in real time and accelerate growth for all learners.<br>**Strategy's Expected Result/Impact:** By implementing a consistent data-driven instruction cycle, teachers will plan and deliver timely reteach, intervention, and enrichment that addresses specific student learning needs; resulting in increased reading proficiency for all students, including those with dyslexia and emergent bilinguals, and improved instructional responsiveness across all classrooms.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4 | <br>Moderate Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 14 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 3**: Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support. **Root Cause**: There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs. |
| **School Processes & Programs** |
| **Problem Statement 1**: Continued need for structured Tier 3 intervention supports across content areas **Root Cause**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement. |
| **Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals. |

## School Processes & Programs

**Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

**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 15:** The percentage of 5th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 12% to 35% by 2026.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, district created assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Optimize the master schedule to prioritize targeted intervention and enrichment.<br>**Strategy's Expected Result/Impact:** The campus master schedule will be strategically designed to ensure protected, uninterrupted instructional blocks and dedicated time for intervention and enrichment through the WIN (What I Need) framework. This structure supports differentiated, data-informed instruction for all learners, particularly those performing below grade level or identified in Domain 3 student groups (e.g., EB, Sped, Eco-Dis, homeless).<br>**Staff Responsible for Monitoring:** Teachers, Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Problem Statements:** School Processes & Programs 1 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will participate in weekly PLCs to unpack priority Science TEKS , design hands-on investigations, and plan for vocabulary instruction aligned with ELPS to support EB learners.<br>**Strategy's Expected Result/Impact:** Collaborative planning will ensure rigorous, TEKS-aligned instruction and purposeful vocabulary integration, leading to deeper student understanding and improved STAAR outcomes.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 4 - School Processes & Programs 3<br>**Funding Sources:** - 211 Title 1 | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Each student will maintain a science goal folder with progress charts, vocabulary mastery checks, and CFA results aligned to Science TEKS. Teachers will guide students in setting biweekly goals using data from district checkpoints and classroom assessments.<br>**Strategy's Expected Result/Impact:** Visible progress monitoring will increase student accountability, foster ownership, and support targeted intervention to address science misconceptions and build conceptual understanding.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 3 - School Processes & Programs 3 | <br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** EB students will use Summit K12 for structured science vocabulary development, reading comprehension, and writing response activities aligned to tested Science TEKS and ELPS. Instruction will be reinforced with sentence stems, visuals, and graphic organizers.<br>**Strategy's Expected Result/Impact:** Language-rich supports will equip EB students with the academic vocabulary and comprehension skills needed to access grade-level science content and perform successfully on the STAAR.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 4<br>**Funding Sources:** - 211 Title 1 | Some Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 15 Problem Statements:

### Student Learning

**Problem Statement 3**: Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support. **Root Cause**: There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs.

**Problem Statement 4**: Emergent Bilingual (EB) students require increased support in academic language acquisition to fully access and master grade-level TEKS, which directly impacts their performance on STAAR and other high-stakes assessments. **Root Cause**: EB students have limited exposure to structured opportunities for oral language development, academic vocabulary instruction, and explicit integration of the English Language Proficiency Standards (ELPS) within core content areas. This language gap hinders their ability to comprehend rigorous texts, solve word problems, and demonstrate mastery on grade-level assessments.

### School Processes & Programs

**Problem Statement 1**: Continued need for structured Tier 3 intervention supports across content areas **Root Cause**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement.

**Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**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 16:** The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 32% to 55% by 2026.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, Iready, district created assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Teachers will implement visual data trackers in classrooms and shared hallway spaces to display student mastery of key RLA TEKS. Students will maintain individual reading goal folders tracking i-Ready, MAP, and CFA data aligned to essential TEKS.<br>**Strategy's Expected Result/Impact:** Increased visibility and ownership of progress will create a culture of academic accountability and motivate students to meet and exceed personal reading goals.<br>**Staff Responsible for Monitoring:** Teachers, Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 3 - School Processes & Programs 4 | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** 6th-grade ELA teachers will meet weekly to analyze student data, internalize high-priority TEKS, and rehearse lessons using modeled questioning and exemplar texts. TLAC strategies such as "Active Monitoring" and "Silent Solo" and "Everybody Writes" will be embedded in planning.<br>**Strategy's Expected Result/Impact:** Purposeful planning and rehearsal will strengthen Tier 1 instruction, leading to more aligned, engaging, and effective reading instruction that supports STAAR readiness.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** A protected intervention/enrichment block will be included in the master schedule for 6th-grade RLA. During this time, students will receive targeted reteach or enrichment based on real-time data from i-Ready, CFAs, and classroom checks for understanding.<br>**Strategy's Expected Result/Impact:** Dedicated time for targeted instruction will address learning gaps and accelerate student growth, improving outcomes on formative and summative assessments.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 1 | <br>Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** Teachers will use Summit K12 to build EB students' academic language and reading comprehension. Weekly writing tasks will be aligned to TELPAS writing rubrics and Reading TEKS and reviewed during PLCs to track growth and adjust instruction.<br>**Strategy's Expected Result/Impact:** Consistent language support and writing practice will enhance EB students' ability to comprehend texts and express understanding in writing, contributing to growth in both STAAR and TELPAS performance.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 4<br>**Funding Sources:** - 211 Title 1 | <br>Some Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 16 Problem Statements:

### Student Learning

**Problem Statement 3**: Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support. **Root Cause**: There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs.

**Problem Statement 4**: Emergent Bilingual (EB) students require increased support in academic language acquisition to fully access and master grade-level TEKS, which directly impacts their performance on STAAR and other high-stakes assessments. **Root Cause**: EB students have limited exposure to structured opportunities for oral language development, academic vocabulary instruction, and explicit integration of the English Language Proficiency Standards (ELPS) within core content areas. This language gap hinders their ability to comprehend rigorous texts, solve word problems, and demonstrate mastery on grade-level assessments.

### School Processes & Programs

**Problem Statement 1**: Continued need for structured Tier 3 intervention supports across content areas **Root Cause**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement.

## School Processes & Programs

**Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

**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 17:** The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 49% to 55% by 2026.

**High Priority**

**Evaluation Data Sources:** NWEA MAP, Iready, district created assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Optimize the master schedule to prioritize targeted intervention and enrichment.<br>**Strategy's Expected Result/Impact:** The campus master schedule will be strategically designed to ensure protected, uninterrupted instructional blocks and dedicated time for intervention and enrichment through the WIN (What I Need) framework. This structure supports differentiated, data-informed instruction for all learners, particularly those performing below grade level or identified in Domain 3 student groups (e.g., EB, Sped, Eco-Dis, homeless).<br>**Staff Responsible for Monitoring:** Teachers, Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Problem Statements:** School Processes & Programs 1 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will ensure ongoing monitoring and tracking of student progress and will conference with student's regarding their goals. They will use a visible tracking system where progress will be displayed and emphasis will be on High Focus student groups in  Students who meet quarterly goals will be rewarded with a goal party.<br>**Strategy's Expected Result/Impact:** Students will take ownership and progress monitor their individual student goals, resulting in an increase of 50% or higher.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Strategists<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** - 211 Title 1 | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Establish and sustain twice-weekly PLCs focused on unpacking TEKS, lesson internalization, practicing TLAC Methods of Practice (MOPs), and lesson rehearsal. These collaborative sessions will ensure rigorous instruction for all learners and build teacher capacity to address the needs of students with learning differences.<br>**Strategy's Expected Result/Impact:** Through consistent lesson internalization, TLAC-based rehearsal, and data-driven collaboration during PLCs, instructional quality will improve across classrooms--resulting in increased grade-level proficiency in reading and math for all students, including those receiving dyslexia services and other high-priority supports--while also strengthening teacher capacity, instructional alignment, and equitable access to rigorous Tier 1 instruction.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** Implement a campus-wide DDI cycle that includes bi-weekly analysis of formative data (exit tickets, CFA's, MAP, Iready, district created assessments), collaborative planning of reteach and enrichment lessons, and progress monitoring of high-priority student groups. This strategy will equip teachers to respond to student needs in real time and accelerate growth for all learners.<br>**Strategy's Expected Result/Impact:** By implementing a consistent data-driven instruction cycle, teachers will plan and deliver timely reteach, intervention, and enrichment that addresses specific student learning needs; resulting in increased reading proficiency for all students, including those with dyslexia and emergent bilinguals, and improved instructional responsiveness across all classrooms.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategists, Teachers, SPED/Dyslexia Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4 | <br>Moderate Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 17 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: Continued need for structured Tier 3 intervention supports across content areas **Root Cause**: Inconsistent identification, scheduling, and progress monitoring of students needing intensive support has led to gaps in Tier 3 intervention delivery across content areas, limiting student growth and achievement. |
| **Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals. |
| **Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps. |

**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 18:** 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency.<br>**Staff Responsible for Monitoring:** dyslexia teacher, teacher, and principal | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **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. | <br>Considerable | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings. | <br>Moderate Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

**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 campuses who score a B or higher in Domain 1 will increase from 58% to 70% by 2026.

**Evaluation Data Sources:** STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Implement a campus-wide protocol for twice-weekly collaborative planning that includes: TEKS unpacking, Exit ticket alignment, TLAC strategy modeling (e.g., No Opt Out, Cold Call, and Model-Observe-Practice), and Weekly rehearsal of rigorous lesson delivery.<br>**Strategy's Expected Result/Impact:** Improved daily lesson execution will result in increased student mastery on campus-based and state assessments, directly increasing performance in Domain 1.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Instructional Coaches, Grade-Level Leads<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Strengthen Data-Driven Instruction by implementing bi-weekly data meetings centered on progress monitoring and responsive instruction that includes: weekly analysis of exit tickets and interim assessments, identification of misconceptions, small group reteach planning (targeted to bottom 30%), and enrichment planning for students performing at Meets/Masters<br>**Strategy's Expected Result/Impact:** Proactive use of data will lead to targeted support for all learners, increasing the percentage of students performing at Meets and Masters on STAAR, moving the campus closer to an A rating in Domain 1.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Teachers, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 3 | <br>Moderate Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Accelerate Growth for Priority Student Groups (Dyslexia, EB, SPED, Economically Disadvantaged, and Bottom 30%) through Strategic Intervention and Monitoring.<br>**Strategy's Expected Result/Impact:** Improved academic growth and achievement for at-risk groups will increase the overall Domain 1 performance average, contributing to the district's goal of 85% of campuses earning a B or higher.<br>**Staff Responsible for Monitoring:** Administration, Teachers, MCL's, Dyslexia/SPED teacher, Strategist<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**Problem Statements:** Student Learning 1, 4<br>**Funding Sources:** - 211 Title 1 | Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 4:** Host "Family Academic Nights" to Build Parent Capacity in Supporting At-Home Learning and Student Growth.<br>**Strategy's Expected Result/Impact:** Increased parent understanding of academic expectations and strategies will lead to greater at-home support, stronger student motivation, and improved student performance on classroom and state assessments. Strengthening the parent-school partnership will support improved outcomes in Domain 1 and help increase the percentage of campuses rated a B or higher.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist, Community Partners<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Problem Statements:** Perceptions 1<br>**Funding Sources:** Parent Materials - 211 Title 1 | Moderate Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

## Student Learning

**Problem Statement 1**: Declining Reading scores in upper grades are directly tied to language acquisition gaps among transitioning bilingual students. **Root Cause**: Transitioning bilingual students in upper grades often lack adequate support in language acquisition, resulting in gaps in academic vocabulary, reading comprehension, and written expression. Limited scaffolding during the shift to all-English instruction, combined with minimal opportunities to practice English outside of school, hinders their ability to access grade-level texts and demonstrate mas

**Problem Statement 3**: Student performance on local and state assessments is inconsistent, particularly among students receiving dyslexia services and emergent bilinguals. Instructional decisions are not always based on timely data analysis, limiting opportunities for targeted reteach and differentiated support. **Root Cause**: There is a lack of structured, campus-wide systems for regularly analyzing formative and summative data to inform timely reteach, intervention, and enrichment. Teachers need ongoing support in interpreting data and planning responsive instruction based on identified student needs.

**Problem Statement 4**: Emergent Bilingual (EB) students require increased support in academic language acquisition to fully access and master grade-level TEKS, which directly impacts their performance on STAAR and other high-stakes assessments. **Root Cause**: EB students have limited exposure to structured opportunities for oral language development, academic vocabulary instruction, and explicit integration of the English Language Proficiency Standards (ELPS) within core content areas. This language gap hinders their ability to comprehend rigorous texts, solve word problems, and demonstrate mastery on grade-level assessments.

## School Processes & Programs

**Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

## Perceptions

**Problem Statement 1**: Academic-focused engagement events receive significantly lower turnout compared to social events. **Root Cause**: Families are more likely to attend social events than academic ones due to limited understanding of how academic events support their child's success, scheduling conflicts, and a lack of engaging, family-friendly formats for academic activities.

**Goal 3:** 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, ASVAB, and earning industry-based certifications.

**Performance Objective 1:** By May 2026, 100% of students in Grades K-5 will participate in at least two college, career, or military exploration activities (e.g., career day, college-themed lessons, military guest speakers).

**Evaluation Data Sources:** School calendar

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** The school counselor will organize and lead a College-Themed Week, featuring daily facts about different colleges and universities across the U.S., morning announcements highlighting degree programs, and classroom lessons connecting college majors to real-world careers. Teachers will incorporate mini-lessons about college pathways into their regular instruction.<br>**Strategy's Expected Result/Impact:** Students will develop awareness of higher education opportunities, understand the connection between education and career pathways, and identify at least one postsecondary option that interests them.<br>**Staff Responsible for Monitoring:** Counselor, Admin., Teachers<br><br>**- TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 1<br>**Funding Sources:** - 211 Title 1 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Host an annual Career Day featuring guest speakers from diverse career fields, including representatives from local businesses, skilled trades, public service, healthcare, and military branches. Each grade level will rotate through multiple sessions to ensure exposure to various career paths.<br>**Strategy's Expected Result/Impact:** Students will recognize a variety of career options and understand the educational or training requirements for each.<br>**Staff Responsible for Monitoring:** Counselor, Teachers, Admin.<br><br>**- TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Problem Statements:** Perceptions 1<br>**Funding Sources:** - 211 Title 1 | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Designate one day each week as College or Military T-Shirt Day to promote a culture of postsecondary readiness. Students and staff will wear apparel from colleges. The campus will also display college pennants in hallways and common areas to create a visually engaging environment that fosters curiosity about future opportunities.<br>**Strategy's Expected Result/Impact:** Students will build familiarity with various postsecondary institutions, increasing their awareness and motivation to explore future education and career pathways.<br>**Staff Responsible for Monitoring:** Counselor, Teachers, Admin.<br><br>**- TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Problem Statements:** Perceptions 1 | <br>Considerable | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| **Problem Statement 1**: Academic-focused engagement events receive significantly lower turnout compared to social events. **Root Cause**: Families are more likely to attend social events than academic ones due to limited understanding of how academic events support their child's success, scheduling conflicts, and a lack of engaging, family-friendly formats for academic activities. |

**Goal 4:** 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:** The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 60% to 75% by the end of 2026.

**Evaluation Data Sources:** PEIMS

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** All core content teachers will participate in ongoing coaching cycles that include classroom observation, feedback conferences, and action-step implementation aligned to Board goals and student outcome data. Coaching will focus on instructional delivery, TEKS alignment, and student engagement.<br>**Strategy's Expected Result/Impact:** Targeted coaching will enhance teacher effectiveness and instructional quality, leading to improved student achievement and a stronger culture of professional growth.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist, Teachers<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Strengthen the Teacher Appraisal and Support System (T-TESS) Through Goal Alignment and Reflective Practice.<br>**Strategy's Expected Result/Impact:** Intentional alignment of teacher goals to student outcomes and reflective practices will improve instructional quality, increase professional growth, and raise the percentage of students taught by high-performing, accountable educators.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist, teachers<br><br>**Title I:**<br>2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 4 | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Implement TLAC Mini-Clinics Based on Tiered Teacher Observations and Instructional Look-For Calibrations.<br>**Strategy's Expected Result/Impact:** Targeted TLAC mini-clinics grounded in tiered teacher observations and calibrated instructional look-for will build teacher capacity in high-leverage practices, resulting in more consistent, rigorous, and student-centered instruction across classrooms. This will increase the percentage of students taught by high-quality teachers aligned to the Board's Student Outcome Goals and TEKS expectations.<br>**Staff Responsible for Monitoring:** Administration, MCL's, Strategist<br><br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | <br>Moderate Progress | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Problem Statements:

## School Processes & Programs

**Problem Statement 3**: Gaps in Tier 1 instruction have contributed to inconsistent student performance on grade-level assessments, particularly among students receiving dyslexia services and emergent bilinguals. Instructional planning lacks a consistent focus on TEKS alignment, high-impact delivery strategies, and practice-based refinement. **Root Cause**: Teachers have not received ongoing, structured support in collaboratively internalizing the TEKS and planning for high-leverage instructional delivery; as a result, instructional planning often lacks depth, consistency, and rehearsal of best practices--particularly for meeting the needs of diverse learners such as students with dyslexia and emergent bilinguals.

**Problem Statement 4**: Student achievement in reading and math remains below grade level expectations for key student groups, including those receiving dyslexia services and emergent bilinguals. Inconsistent use of data to drive instructional decisions has limited the effectiveness of reteach, intervention, and enrichment efforts. **Root Cause**: Teachers lack a structured and campus-wide system for analyzing formative and summative assessment data and have not received consistent support in using data to plan responsive, targeted instruction that addresses specific student learning gaps.

# Campus Funding Summary

| 211 Title 1 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 9 | 4 | TRT | | $0.00 |
| 1 | 10 | 3 | | | $0.00 |
| 1 | 11 | 2 | | | $0.00 |
| 1 | 11 | 4 | | | $0.00 |
| 1 | 12 | 2 | | | $0.00 |
| 1 | 12 | 4 | | | $0.00 |
| 1 | 12 | 5 | Reach Associate | | $0.00 |
| 1 | 13 | 4 | | | $0.00 |
| 1 | 13 | 5 | Reach Associate | 48,000 | $0.00 |
| 1 | 14 | 2 | | | $0.00 |
| 1 | 15 | 2 | | | $0.00 |
| 1 | 15 | 4 | | | $0.00 |
| 1 | 16 | 4 | | | $0.00 |
| 1 | 17 | 2 | | | $0.00 |
| 2 | 1 | 3 | | | $0.00 |
| 2 | 1 | 4 | Parent Materials | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $106,388.00 |
| | | | | **+/- Difference** | $106,388.00 |
| | | | | **Grand Total Budgeted** | $106,388.00 |
| | | | | **Grand Total Spent** | $0.00 |
| | | | | **+/- Difference** | $106,388.00 |

# 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 |