

Dallas Independent School District
125 Casa View Elementary School
2025-2026 Campus Improvement Plan



Mission Statement

The mission of Casa View Elementary is to empower all students with knowledge and skills to contribute and succeed in a competitive world.

Vision

Casa View Elementary seeks to promote productive, thinking, caring, well prepared, lifelong learners who are respectful citizens and community workers.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Casa View ES is a traditional neighborhood school deeply rooted in this community. We have an enrollment of 534 students which is 89 lower than last year. 95.5% of our students are economically disadvantaged. Our demographics consist of 90% Hispanic and 3.9% African American and 2.9% White. 60% are emergent bilingual, 15% are SPED and 20% are G/T.

Ethnicity (%)									
Grade	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
EC	29	1 (3.4)	5 (17.2)	22 (75.9)	0 (0.0)	0 (0.0)	0 (0.0)	1 (3.4)	0 (0.0)
PK	55	0 (0.0)	3 (5.5)	50 (90.9)	1 (1.8)	0 (0.0)	0 (0.0)	1 (1.8)	0 (0.0)
KN	69	0 (0.0)	1 (1.4)	66 (95.7)	0 (0.0)	0 (0.0)	1 (1.4)	1 (1.4)	0 (0.0)
01	79	6 (7.6)	1 (1.3)	70 (88.6)	2 (2.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
02	65	0 (0.0)	4 (6.2)	61 (93.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
03	81	4 (4.9)	4 (4.9)	68 (84.0)	0 (0.0)	3 (3.7)	1 (1.2)	1 (1.2)	0 (0.0)
04	79	2 (2.5)	0 (0.0)	76 (96.2)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.3)	0 (0.0)
05	72	1 (1.4)	1 (1.4)	69 (95.8)	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)
All	529	14 (2.6)	19 (3.6)	482 (91.1)	3 (0.6)	3 (0.6)	3 (0.6)	5 (0.9)	0 (0.0)

55% of our students are males and 45% are females. 336 students are emergent bilingual accounting for 63% of the total student body. Out of the 336 emergent bilingual students, 5 are ESL and 46 are in the special education program.

Gender (%)		
Grade	Male	Female
EC	25 (86.2)	4 (13.8)
PK	32 (58.2)	23 (41.8)
KN	42 (60.9)	27 (39.1)
01	34 (43.0)	45 (57.0)
02	30 (46.2)	35 (53.8)
03	47 (58.0)	34 (42.0)
04	42 (53.2)	37 (46.8)

05	39 (54.2)	33 (45.8)
All	291 (55.0)	238 (45.0)

33% of our students participate in Special Education(14.7%) and Gifted and Talented (18.7%) programs.

EB (%)							
Grade	EB Total	BE	ESL	Shelt	Den	Not Serv	EB SPED
EC	11	2 (18.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	11 (100.0)
PK	38	37 (97.4)	1 (2.6)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
KN	49	41 (83.7)	0 (0.0)	0 (0.0)	1 (2.0)	0 (0.0)	7 (14.3)
01	53	49 (92.5)	1 (1.9)	0 (0.0)	2 (3.8)	0 (0.0)	3 (5.7)
02	44	44 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	3 (6.8)
03	47	43 (91.5)	2 (4.3)	0 (0.0)	2 (4.3)	0 (0.0)	3 (6.4)
04	47	43 (91.5)	1 (2.1)	0 (0.0)	3 (6.4)	0 (0.0)	10 (21.3)
05	47	43 (91.5)	0 (0.0)	0 (0.0)	4 (8.5)	0 (0.0)	9 (19.1)
All	336	302 (89.9)	5 (1.5)	0 (0.0)	12 (3.6)	0 (0.0)	46 (13.7)

Others (%)					
Grade	BE not EB	EB Exit	Special Education	TAG	Economically Disadvantaged
EC	0 (0.0)	0 (0.0)	29 (100.0)	0 (0.0)	28 (96.6)
PK	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	52 (94.5)
KN	0 (0.0)	0 (0.0)	13 (18.8)	1 (1.4)	63 (91.3)
01	0 (0.0)	0 (0.0)	7 (8.9)	19 (24.1)	75 (94.9)
02	0 (0.0)	0 (0.0)	5 (7.7)	11 (16.9)	63 (96.9)
03	0 (0.0)	0 (0.0)	7 (8.6)	27 (33.3)	77 (95.1)
04	0 (0.0)	0 (0.0)	20 (25.3)	21 (26.6)	76 (96.2)
05	0 (0.0)	0 (0.0)	16 (22.2)	24 (33.3)	67 (93.1)
All	0 (0.0)	0 (0.0)	97 (18.3)	103 (19.5)	501 (94.7)

Demographics Strengths

Although our enrollment is declining, our numbers are steady without a huge impact on our demographics or numbers. As of today, our campus is fully staffed for the 2025-2026 school year. This means that all students will be served b a certified professional.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A number of students in certain grade levels have chronic absenteeism.

Root Cause: Parents lack understanding of attendance policies and laws. Personnel needs to follow up on attendance

Problem Statement 2 (Prioritized): The enrollment in gen-ed classrooms s declining.

Root Cause: Neighborhood is aging out, competition with other schools.

Problem Statement 3 (Prioritized): A high number of newcomers are struggling in math and reading.

Root Cause: Newcomers are enrolled with little to no previous schooling.

Problem Statement 4 (Prioritized): A number of students in certain grade levels have chronic absenteeism.

Root Cause: Parents lack understanding of attendance policies and laws. Personnel needs to follow up on attendance.

Student Learning

Student Learning Summary

Our campus experienced an expected ___ in our STAAR data from 2024 to 2025 in all contents. .

Based on Preliminary STAAR results for 2024-2025, the breakdown of our performance is as follows:

Student Learning Strengths

- **"Read, Write, Draw"** for **Math**
- **RACE** strategy for **Reading Extended Constructed Responses**
- **Aligned organizers**
- **Student collaboration** as a consistent learning approach

Our goals for 2024-2025 were 90% at Approaches, 60% at Meets, and 30% at Masters. With these in goals in mind, our campus was close to achieving these goals in certain areas. On one hand, ___ of our 5th grade students performed at the Meets performance band and ___ of our 3rd grade students performed at the Meets band in reading. On the other hand ___ of 5th grade students achieved at the Meets performance band and ___ of our 3rd grade students performed at Meets in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students have learning gaps.

Root Cause: Students are new to the country or don't receive timely interventions.

Problem Statement 2 (Prioritized): Expectations for student work are unclear or not evident.

Root Cause: There needs to be a uniform expectation for screen to scratch across grade levels.

Problem Statement 3 (Prioritized): Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback.

Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.

Problem Statement 4 (Prioritized): The curriculum is new and teachers are learning how to teach it. Internalizing could take time.

Root Cause: Teachers need to analyse student work to identify misconceptions and provide interventions or reteach.

School Processes & Programs

School Processes & Programs Summary

Our bell schedule is from 8:00 am to 3:20 pm for PK to 5th grade including ECSE. Tutoring in certain grade levels is offered in the second semester. Our technology ratio is 1:1, where every student has access to a computer or Ipad. A great number of our teachers offer extracurricular activities across grade levels. To meet our goals, our campus uses Amplify and Eureka as the Tier 1 curriculum, additionally we supplement instruction with I-Ready.

Our programs and processes focuses on delivering high-quality Tier 1 instruction through the use of Amplify and Eureka curricula.

Amplify:

- **Curriculum Integration:** We integrate Amplify's comprehensive curriculum to provide a robust and engaging learning experience in reading, science, and ELA.
- **Data-Driven Instruction:** Amplify's assessment tools allow teachers to monitor student progress in real-time, enabling data-driven decisions to address individual learning needs.
- **Professional Development:** Continuous training and support are provided to ensure teachers are proficient in utilizing Amplify resources effectively.

Eureka Math:

- **Standards Alignment:** Eureka Math is aligned with state standards, ensuring that our instruction meets and exceeds academic requirements.
- **Conceptual Understanding:** The curriculum emphasizes deep conceptual understanding, enabling students to build strong foundational skills in mathematics.
- **Support Structures:** We provide additional support through math intervention programs and tutoring, ensuring that all students have the opportunity to master key concepts.

Together, these programs create a cohesive and supportive instructional framework that promotes student achievement and prepares them for future academic success.

School Processes & Programs Strengths

As of the spring of 2025, 100% of our teachers are fully certified the majority of teachers have 11+ years of experience.

Teachers by Highest Degree Held				
No Degree	0.0	0.0%	3.1%	2.5%
Bachelors	30.0	75.5%	70.7%	71.7%
Masters	9.7	24.5%	24.8%	24.9%
Doctorate	0.0	0.0%	1.4%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.0	7.6%	8.9%	8.7%
1-5 Years Experience	5.0	12.6%	31.9%	27.4%
6-10 Years Experience	8.0	20.1%	23.1%	20.2%
11-20 Years Experience	15.5	39.1%	22.6%	27.1%
21-30 Years Experience	5.2	13.1%	10.3%	13.7%
Over 30 Years Experience	3.0	7.5%	3.2%	3.0%
Number of Students per Teacher	14.8	n/a	13.6	14.7

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Offer extracurricular opportunities for all students and grades

Root Cause: Only a few teachers and students lead an extracurricular activity that is geared towards certain grade levels.

Problem Statement 2 (Prioritized): Teachers need technology such as printers, poster makers and document cameras to teach.

Root Cause: Budget and timeline to buy technology.

Problem Statement 3 (Prioritized): Teachers need support to be properly equipped to teach HQIM.

Root Cause: New curriculum implemented, there is a need for PD geared towards teachers needs.

Problem Statement 4 (Prioritized): Teachers need coaching on best instructional practices to move students.

Root Cause: Students need to move performance bands in all contents

Problem Statement 5 (Prioritized): School needs processes and procedures for lunch, arrival and dismissal of PK-3 and 6th grade.

Root Cause: Enrollment will increase by adding two new grade levels.

Problem Statement 6: Parents want to participate in the decision-making process.

Root Cause: Parents are not aware of the committees and ways to participate in the decision-making.

Problem Statement 7: The school needs to provide opportunities for the families to participate in school events and informal settings.

Root Cause: Parents need formal and informal settings to be involved in the students education.

Perceptions

Perceptions Summary

Our campus receives feedback from three sources, 1) Teachers: Climate and Culture survey in the fall and in the spring, 2) Students: Panorama survey taken in the spring by 3-5 students. 3) Parent Survey taken in the fall and spring.

Campus climate and Culture Survey

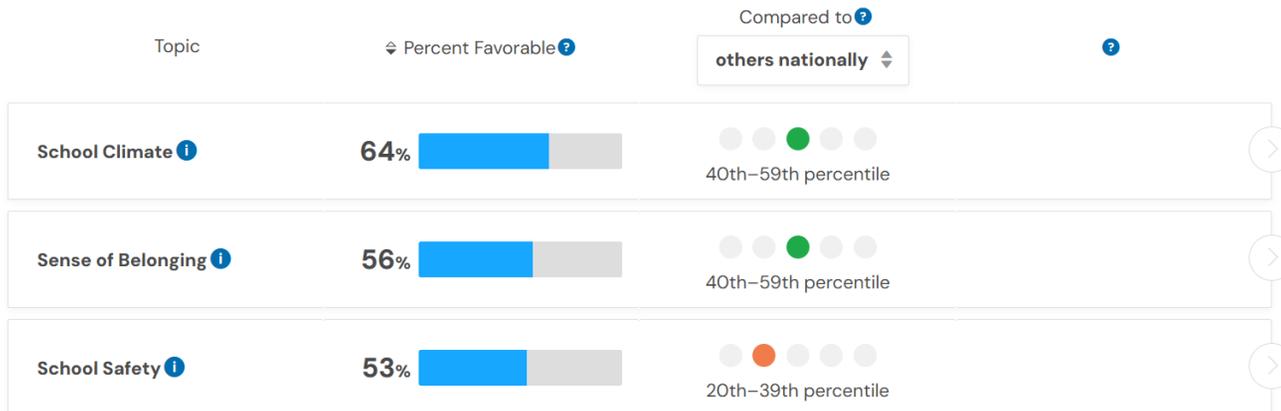
Overall we had an increment in most domains from spring of 2024 to spring of 2025 in the Staff Climate and Culture survey. The gains are as follows:

- Beliefs and Priorities increased from 88 to 88.9%
- Positive Culture and Environment increased from 70.5% to 74.7%
- Culture of Feedback and Support went from 81% to 82.8%
- College Going Culture decreased from 91.4% to 88.4%
- Teacher-Teacher Trust decreased from 95.5% to 91.7%
- Teacher- Principal Trust increased from 72.4% in the fall to 76.2%

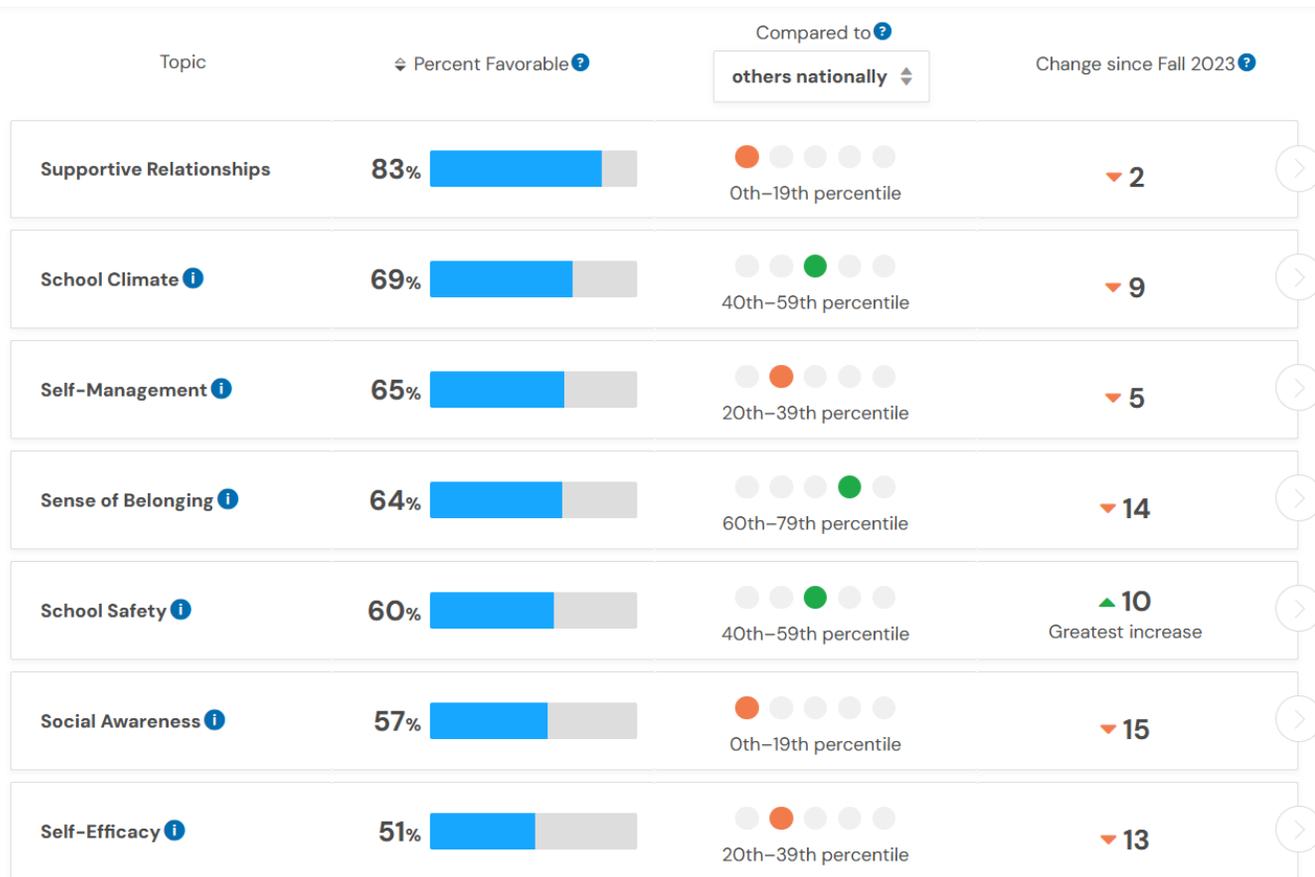
Panorama

Based on 394 responses, student perceptions of 17 teachers we observed a decline in every domain. The breakdown is as follows:

- **Grade 2:**



- **Grade 3-5:**



Parent Survey:

Based on our parent survey, we received feedback about parent interest on workshops for mental health and how to help students academically. Parents also requested a one-stop-enrollment visit where they could get their

Perceptions Strengths

Most Climate and Culture domains or categories are increasing on a yearly basis.

Our campus made important gains in the quantile ranking in the areas of Beliefs and Priorities, and Culture of Feedback and Support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Panorama

Problem Statement 2 (Prioritized): Opportunity to increase comparative quantiles on the faculty Climate and Culture Survey.

Root Cause: Lack of knowledge of what climate and culture indicators. Lack of knowledge of macro level impact.

Problem Statement 3: Participation in the parent survey needs to increase.

Root Cause: Low parent response participation.

Priority Problem Statements

Problem Statement 1: A number of students in certain grade levels have chronic absenteeism.

Root Cause 1: Parents lack understanding of attendance policies and laws. Personnel needs to follow up on attendance

Problem Statement 1 Areas: Demographics

Problem Statement 2: The enrollment in gen-ed classrooms is declining.

Root Cause 2: Neighborhood is aging out, competition with other schools.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A high number of newcomers are struggling in math and reading.

Root Cause 3: Newcomers are enrolled with little to no previous schooling.

Problem Statement 3 Areas: Demographics

Problem Statement 4: A number of students in certain grade levels have chronic absenteeism.

Root Cause 4: Parents lack understanding of attendance policies and laws. Personnel needs to follow up on attendance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students have learning gaps.

Root Cause 5: Students are new to the country or don't receive timely interventions.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Expectations for student work are unclear or not evident.

Root Cause 6: There needs to be a uniform expectation for screen to scratch across grade levels.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback.

Root Cause 7: Students may have misconceptions that can be corrected before a formal or benchmark assessment.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The curriculum is new and teachers are learning how to teach it. Internalizing could take time.

Root Cause 8: Teachers need to analyse student work to identify misconceptions and provide interventions or reteach.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Offer extracurricular opportunities for all students and grades

Root Cause 9: Only a few teachers and students lead an extracurricular activity that is geared towards certain grade levels.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Teachers need technology such as printers, poster makers and document cameras to teach.

Root Cause 10: Budget and timeline to buy technology.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Teachers need support to be properly equipped to teach HQIM.

Root Cause 11: New curriculum implemented, there is a need for PD geared towards teachers needs.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Teachers need coaching on best instructional practices to move students.

Root Cause 12: Students need to move performance bands in all contents

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: School needs processes and procedures for lunch, arrival and dismissal of PK-3 and 6th grade.

Root Cause 13: Enrollment will increase by adding two new grade levels.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Panorama

Root Cause 14:

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Opportunity to increase comparative quantiles on the faculty Climate and Culture Survey.

Root Cause 15: Lack of knowledge of what climate and culture indicators. Lack of knowledge of macro level impact.

Problem Statement 15 Areas: Perceptions

Goals

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 1: GPM 1.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 48% to 58% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: Diagnostic assessment /Norm test benchmark

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for teachers on Talk-Read-Talk-Write (TRTW), differentiation strategies for small groups and running fluency records, including the use of digital tools to measure student reading levels.</p> <p>Strategy's Expected Result/Impact: 90% of kindergarten students will read on grade level.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Feb	June	
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a system to track reading fluency rooted in the science of reading.</p> <p>Strategy's Expected Result/Impact: All students will be on grade level assessment throughout the year, and or meet their learning target.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the Talk-Read-Talk-Write (TRTW) instructional cycle with fidelity in all reading and ELAR classrooms, ensuring that students engage in structured academic conversations, deep reading, and purposeful writing tasks.</p> <p>Strategy's Expected Result/Impact: All students will increase half band on teks aligned assessment throughout the year, and or meet their learning target.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor implementation through instructional walkthroughs and coaching cycles, with feedback loops documented in a tracker.</p> <p>Strategy's Expected Result/Impact: Teachers will be supported in implementing and tracking fluency.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct weekly data meetings focused on student work samples and formative assessment results to guide reteach and intervention planning.</p> <p>Strategy's Expected Result/Impact: Reteach and provide interventions based on data.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students have learning gaps. Root Cause: Students are new to the country or don't receive timely interventions.</p>
<p>Problem Statement 2: Expectations for student work are unclear or not evident. Root Cause: There needs to be a uniform expectation for screen to scratch across grade levels.</p>
<p>Problem Statement 3: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback. Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.</p>

Student Learning

Problem Statement 4: The curriculum is new and teachers are learning how to teach it. Internalizing could take time. **Root Cause:** Teachers need to analyse student work to identify misconceptions and provide interventions or reteach.

School Processes & Programs

Problem Statement 3: Teachers need support to be properly equipped to teach HQIM. **Root Cause:** New curriculum implemented, there is a need for PD geared towards teachers needs.

Problem Statement 4: Teachers need coaching on best instructional practices to move students. **Root Cause:** Students need to move performance bands in all contents

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 2: GPM 1.2 Grade 1 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 12% to 35% in ELAR and by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: Diagnostic assessment/ Norm test benchmark

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule daily structured time for Learning Achievement Block (LAB) differentiation strategies for small groups and running fluency records, including the use of digital tools to measure student reading levels.</p> <p>Strategy's Expected Result/Impact: All students will have exposure to differentiated instruction on I-Ready</p> <p>Staff Responsible for Monitoring: Teaches and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a system to track reading fluency rooted in the science of reading.</p> <p>Strategy's Expected Result/Impact: All students will be on grade level assessment throughout the year, and or meet their learning target.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	June	
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	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor implementation of LAB and tier 1 instruction through instructional walkthroughs and coaching cycles, with feedback loops documented in a tracker.</p> <p>Strategy's Expected Result/Impact: Teachers will be supported in implementing and tracking fluency.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
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	Oct	Feb	June	
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students have learning gaps. Root Cause: Students are new to the country or don't receive timely interventions.</p>
<p>Problem Statement 2: Expectations for student work are unclear or not evident. Root Cause: There needs to be a uniform expectation for screen to scratch across grade levels.</p>
<p>Problem Statement 3: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback. Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.</p>

Student Learning

Problem Statement 4: The curriculum is new and teachers are learning how to teach it. Internalizing could take time. **Root Cause:** Teachers need to analyse student work to identify misconceptions and provide interventions or reteach.

School Processes & Programs

Problem Statement 3: Teachers need support to be properly equipped to teach HQIM. **Root Cause:** New curriculum implemented, there is a need for PD geared towards teachers needs.

Problem Statement 4: Teachers need coaching on best instructional practices to move students. **Root Cause:** Students need to move performance bands in all contents

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 3: Grade 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from 25% to 35% in ELAR and by June 2026.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule daily structured time for Learning Achievement Block (LAB) differentiation strategies for small groups and running fluency records, including the use of digital tools to measure student reading levels.</p> <p>Strategy's Expected Result/Impact: All students will have exposure to differentiated instruction on I-Ready</p> <p>Staff Responsible for Monitoring: Teaches and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a system to track reading fluency rooted in the science of reading.</p> <p>Strategy's Expected Result/Impact: All students will be on grade level assessment throughout the year, and or meet their learning target.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development and implement the Talk-Read-Talk-Write (TRTW) instructional cycle with fidelity in all reading and ELAR classrooms, ensuring that students engage in structured academic conversations, deep reading, and purposeful writing tasks.</p> <p>Strategy's Expected Result/Impact: All students will increase half band on teks aligned assessment throughout the year, and or meet their learning target.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor implementation of LAB and tier 1 instruction through instructional walkthroughs and coaching cycles, with feedback loops documented in a tracker.</p> <p>Strategy's Expected Result/Impact: Teachers will be supported in implementing and tracking fluency.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct weekly data meetings focused on student work samples and formative assessment results to guide reteach and intervention planning.</p> <p>Strategy's Expected Result/Impact: Reteach and provide interventions based on data.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
	 <p>Some Progress</p>			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Students have learning gaps. Root Cause: Students are new to the country or don't receive timely interventions.</p>
<p>Problem Statement 2: Expectations for student work are unclear or not evident. Root Cause: There needs to be a uniform expectation for screen to scratch across grade levels.</p>
<p>Problem Statement 3: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback. Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.</p>
<p>Problem Statement 4: The curriculum is new and teachers are learning how to teach it. Internalizing could take time. Root Cause: Teachers need to analyse student work to identify misconceptions and provide interventions or reteach.</p>
School Processes & Programs
<p>Problem Statement 3: Teachers need support to be properly equipped to teach HQIM. Root Cause: New curriculum implemented, there is a need for PD geared towards teachers needs.</p>
<p>Problem Statement 4: Teachers need coaching on best instructional practices to move students. Root Cause: Students need to move performance bands in all contents</p>

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 4: GPM 1.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct weekly data meetings focused on student work samples and formative assessment results to guide reteach and intervention planning.</p> <p>Strategy's Expected Result/Impact: Reteach and provide interventions based on data.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback. Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.</p>
School Processes & Programs
<p>Problem Statement 4: Teachers need coaching on best instructional practices to move students. Root Cause: Students need to move performance bands in all contents</p>

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 1: GPM 2.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 56% to 61% by June 2026

High Priority

Evaluation Data Sources: Diagnostic

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for teachers on differentiation strategies, implementing math fluency, and how to model RDW thinking aloud, guide students through each step, and use visual representations to support conceptual understanding.</p> <p>Strategy's Expected Result/Impact: Teachers will be more proficient in creating exemplars and get in-the moment data.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Read-Draw-Write (RDW) problem-solving model across all math classrooms ensuring consistency and coherence in students' approach to one-step problems.</p> <p>Strategy's Expected Result/Impact: Students are able to solve problems through pictorial models.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Feb	June	

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a system to track math fluency in addition and subtraction.</p> <p>Strategy's Expected Result/Impact: All students will be on grade level assessment throughout the year, and or meet their learning target.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor implementation through instructional walkthroughs and coaching cycles, with feedback loops documented in a tracker.</p> <p>Strategy's Expected Result/Impact: Teachers will be supported in implementing and tracking fluency.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	

Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct weekly data meetings focused on student work samples and formative assessment results to guide reteach and intervention planning.</p> <p>Strategy's Expected Result/Impact: Reteach and provide interventions based on data.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students have learning gaps. Root Cause: Students are new to the country or don't receive timely interventions.</p>
<p>Problem Statement 2: Expectations for student work are unclear or not evident. Root Cause: There needs to be a uniform expectation for screen to scratch across grade levels.</p>
<p>Problem Statement 3: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback. Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.</p>
<p>Problem Statement 4: The curriculum is new and teachers are learning how to teach it. Internalizing could take time. Root Cause: Teachers need to analyse student work to identify misconceptions and provide interventions or reteach.</p>
School Processes & Programs
<p>Problem Statement 3: Teachers need support to be properly equipped to teach HQIM. Root Cause: New curriculum implemented, there is a need for PD geared towards teachers needs.</p>
<p>Problem Statement 4: Teachers need coaching on best instructional practices to move students. Root Cause: Students need to move performance bands in all contents</p>

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 2: GPM 2.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from 47% to 57% by June 2030.

High Priority

Evaluation Data Sources: Diagnostic
Norm test benchmark

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for teachers on differentiation strategies, implementing math fluency, and how to model RDW thinking aloud, guide students through each step, and use visual representations to support conceptual understanding.</p> <p>Strategy's Expected Result/Impact: Teachers will be more proficient in creating exemplars and get in-the moment data.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Read-Draw-Write (RDW) problem-solving model across all math classrooms ensuring consistency and coherence in students' approach to one-step problems.</p> <p>Strategy's Expected Result/Impact: Students are able to solve problems through pictorial models.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Feb	June	

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a system to track math fluency in addition and subtraction.</p> <p>Strategy's Expected Result/Impact: All students will be on grade level assessment throughout the year, and or meet their learning target.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor implementation through instructional walkthroughs and coaching cycles, with feedback loops documented in a tracker.</p> <p>Strategy's Expected Result/Impact: Teachers will be supported in implementing and tracking fluency.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	

Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct weekly data meetings focused on student work samples and formative assessment results to guide reteach and intervention planning.</p> <p>Strategy's Expected Result/Impact: Reteach and provide interventions based on data.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students have learning gaps. Root Cause: Students are new to the country or don't receive timely interventions.</p>
<p>Problem Statement 2: Expectations for student work are unclear or not evident. Root Cause: There needs to be a uniform expectation for screen to scratch across grade levels.</p>
<p>Problem Statement 3: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback. Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.</p>
<p>Problem Statement 4: The curriculum is new and teachers are learning how to teach it. Internalizing could take time. Root Cause: Teachers need to analyse student work to identify misconceptions and provide interventions or reteach.</p>
School Processes & Programs
<p>Problem Statement 3: Teachers need support to be properly equipped to teach HQIM. Root Cause: New curriculum implemented, there is a need for PD geared towards teachers needs.</p>
<p>Problem Statement 4: Teachers need coaching on best instructional practices to move students. Root Cause: Students need to move performance bands in all contents</p>

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 3: GPM 2.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct weekly data meetings focused on student work samples and formative assessment results to guide reteach and intervention planning.</p> <p>Strategy's Expected Result/Impact: Reteach and provide interventions based on data.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback. Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.</p>
School Processes & Programs
<p>Problem Statement 4: Teachers need coaching on best instructional practices to move students. Root Cause: Students need to move performance bands in all contents</p>

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 1: GPM 3.1 By June 2026, student achievement on the state assessments in reading (average of Approaches, Meets, and Masters) will increase from 48% to 60%, as measured by Domain 1 performance across grades 3- 6 in English and Spanish Reading Language Arts.

High Priority

HB3 Goal

Evaluation Data Sources: DOL's

Diagnostics assessment

Standard mastery

Benchmark assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted professional development and coaching for teachers on how to design and score high-quality ECRs, and how to facilitate TRTW routines that support reading at the Meets level and above.</p> <p>Strategy's Expected Result/Impact: All students will increase half band on teks aligned assessment throughout the year, and or meet their learning target</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Talk-Read-Talk-Write (TRTW) instructional cycle with fidelity in all reading and ELAR classrooms, ensuring that students engage in structured academic conversations, deep reading, and purposeful writing tasks including the use of technology to achieve enhancement.</p> <p>Strategy's Expected Result/Impact: All students will increase half band on teks aligned assessment throughout the year, and or meet their learning target.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
Strategy 3 Details	Reviews			
<p>Strategy 3: Require students to complete two Extended Constructed Responses (ECRs) per week aligned to the weekly anchor texts, with teacher feedback focused on evidence-based writing and reading comprehension skills.</p> <p>Strategy's Expected Result/Impact: All students will increase half band on teks aligned assessment throughout the year, and or meet their learning target.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor implementation through instructional walkthroughs and coaching cycles, with feedback loops documented in a tracker.</p> <p>Strategy's Expected Result/Impact: Teachers will be supported in implementing and tracking fluency.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
Strategy 5 Details	Reviews			
<p>Strategy 5: Use common formative assessments that include RDW-structured problems, and analyze student data/responses in weekly PLCs to inform reteach plans and small group interventions.</p> <p>Strategy's Expected Result/Impact: Reteach and provide interventions based on data.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students have learning gaps. Root Cause: Students are new to the country or don't receive timely interventions.</p>
<p>Problem Statement 2: Expectations for student work are unclear or not evident. Root Cause: There needs to be a uniform expectation for screen to scratch across grade levels.</p>
<p>Problem Statement 3: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback. Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.</p>

Student Learning

Problem Statement 4: The curriculum is new and teachers are learning how to teach it. Internalizing could take time. **Root Cause:** Teachers need to analyse student work to identify misconceptions and provide interventions or reteach.

School Processes & Programs

Problem Statement 4: Teachers need coaching on best instructional practices to move students. **Root Cause:** Students need to move performance bands in all contents

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 2: GPM 3.2 Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in reading will increase from ---% to ---% by June 2030.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 3: GPM 3.3 Percent of students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in reading will increase from ---% to ---% by June 2030.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 1: GPM 4.1 By June 2026, student achievement on the state assessments in mathematics (average of Approaches, Meets, and Masters) will increase from 44% to 60% as measured by Domain 1 performance across grades 3-6 in English and Spanish Math.

High Priority

HB3 Goal

Evaluation Data Sources: DOL's

Diagnostic assessment

Standards Mastery

Benchmark assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Read-Draw-Write (RDW) problem-solving model across all math classrooms in grades 2 through 6, ensuring consistency and coherence in students' approach to multi-step problems.</p> <p>Strategy's Expected Result/Impact: All students will increase a band/meet their learning target.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Feb	June	

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development for teachers on how to model RDW thinking aloud, guide students through each step, and use visual representations to support conceptual understanding.</p> <p>Strategy's Expected Result/Impact: Teachers will be proficient in creating exemplars and modeling student work. Students will be proficient in showing math work and solving problems.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	June	
Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate daily RDW practice, with a focus on justifying answers in writing and explaining mathematical reasoning during math talks or partner discussions.</p> <p>Strategy's Expected Result/Impact: Students will successfully increase their self-agency.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 3</p>	Formative			Summative
	Oct	Feb	June	

Strategy 4 Details	Reviews			
<p>Strategy 4: Use common formative assessments that include RDW-structured problems, and analyze student data/responses in weekly PLCs to inform reteach plans and small group interventions.</p> <p>Strategy's Expected Result/Impact: Students performing at target goals or going up a half band.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Feb	June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: A high number of newcomers are struggling in math and reading. Root Cause: Newcomers are enrolled with little to no previous schooling.</p>
Student Learning
<p>Problem Statement 1: Students have learning gaps. Root Cause: Students are new to the country or don't receive timely interventions.</p>
<p>Problem Statement 2: Expectations for student work are unclear or not evident. Root Cause: There needs to be a uniform expectation for screen to scratch across grade levels.</p>
<p>Problem Statement 3: Teachers need to make informed decisions to reteach from gathering daily data and giving in the moment feedback. Root Cause: Students may have misconceptions that can be corrected before a formal or benchmark assessment.</p>
School Processes & Programs
<p>Problem Statement 4: Teachers need coaching on best instructional practices to move students. Root Cause: Students need to move performance bands in all contents</p>

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 2: GPM 4.2 Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from ---% to ---% by June 2030.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 3: GPM 4.3 Percent of all students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from ---% to ---% by June 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 1: GPM 5.1 The percent of graduates meeting the Texas Success Initiative requirements (not including college prep course) for college readiness will increase from 34% to 42% by August 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 2: GPM 5.2 The percent of graduates meeting 15 dual credit hours will increase from 18.7% to 26% by August 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 3: GPM 5.3 The percent of students in grades 9-11 on track to graduate will increase from 88.2% to 93% by August 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 4: GPM 5.4 The percent of graduates completing a Personal Financial Literacy course shall increase from 5% to 45% by June 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 5: By May 2026, Casa View Elementary will increase meaningful family and community engagement by 25%, as measured by event participation logs, volunteer sign-in sheets, and committee attendance records.

Evaluation Data Sources: participation logs, volunteer sign-in sheets, and committee attendance records.

Strategy 1 Details	Reviews			
<p>Strategy 1: Organize and promote STEM Night, Literacy Night, Career Day and the Fall Festival to strengthen home-school connections, highlight student learning, and provide families with engaging, educational experiences. The Parent Specialist will support planning, outreach, and bilingual communication to ensure inclusive participation including real life messaging for teachers, students, and parents using technology support systems.</p> <p>Staff Responsible for Monitoring: Parent Specialist</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 3</p>	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase parent involvement in shared decision-making by recruiting and supporting family members to serve on key committees such as Site-Based Decision Making (SBDM), Family Engagement Leadership Team (FELT), and other advisory groups. Sign-in sheets and feedback forms will track engagement growth.</p>	Formative			Summative
	Oct	Feb	June	

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct monthly "Coffee with the Principal" sessions and PTO meetings to maintain open lines of communication between school leadership and families.</p> <p>Strategy's Expected Result/Impact: Communication between parents and the school will improve.</p> <p>Staff Responsible for Monitoring: The Parent Specialist will coordinate logistics and follow-up, ensuring that parent feedback is acknowledged and used to inform school priorities.</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 2: The enrollment in gen-ed classrooms s declining. Root Cause: Neighborhood is aging out, competition with other schools.</p>
<p>Problem Statement 3: A high number of newcomers are struggling in math and reading. Root Cause: Newcomers are enrolled with little to no previous schooling.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daisy Rodriguez	Parent Support Specialist	Title 1	1
Gustavo Alfaro Pacheco	TA	Title 1	1
Vacancy	Teacher	Title 1	1
Vivian Rodriguez	TA	Title 1	1