

Garland Independent School District

Roach Elementary School

2025-2026 Campus Improvement Plan



Board Approval Date: October 28, 2025

Mission Statement

The staff at Routh Roach recognizes the unique needs of each child so they can master their social emotional and academic potential.

Foster a growth mindset for all that perpetuates differentiation when planning instruction.

To encourage students to take increased responsibility for their own academic and personal growth.

To foster mutual respect at Routh Roach is non-negotiable, as this enhances a feeling of safety and reflects our campus culture.

To motivate parents to positively support the academic journey of their student.

To maintain high level expectations to ensure student excellence.

Vision

To provide a safe and nurturing environment where ALL feel valued, trusted, accepted, and supported as we impact students' academic and social emotional needs.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Routh Roach is a neighborhood school with 316 students enrolled. This is a 100@ Title I school. 61.2% are English Language learners; 18.93 % are Special Education students: 69.8 % of students are at risk, and 93.9 % are considered economically disadvantaged.

We offer 2 BA units and an ECSE unit. We serve GT students and have a bilingual program, fine arts, and physical education classes, and serve special education. We serve breakfast in the classroom. These programs and services align with our philosophy and vision as they address our student's needs in order to grow and be a lifelong learner.

"Exemplary campus for 15 years, Recognized campus for 4 years, Currently a B+ rating.

Distinguished Title I School for 4 years

Texas Business Coalition Honoree for ten years

Recognized as National Blue Ribbon School 2006

Recognized as National Blue Ribbon School 2014

Recognized as a Gold Ribbon School 2018

Texas Honor Roll School 2018-2019

PTA National School of Excellence 2019-2021"

Demographics Strengths

Students engage with peers in a multicultural environment, practicing cultural inclusivity and collaboration in all academic and extracurricular settings.

A diverse staff reflects the cultures of the campus and models cross-cultural, societal collaboration.

We have a 95.2 % or higher percentage of attendance rate for each month of the 2024-2025 school year.

Exemplary Campus for 15 years.

Recognized campus for 3 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: MAP EOY data shows that this year there is a decrease in academic growth in grades in 1st grade compared to 2023-2024. Growth and Achievement 61%(2024) vs 40% (2025)

Root Cause: A new teacher in 1st grade and lack of academic rigor in Math instruction

Student Learning

Student Learning Summary

In previous years, on EB population would outperform the district EB population however, in 2023 we saw a drop in our EB population performance. This has been our area of focus and Problem statement for Holdsworth. Through intensive planning, the goal for our EB population is that 80% of students will perform Meets on 2025 Math STAAR.

Based on Mock RLA STAAR data, 3rd grade was projected to be 22% to Meets. 4th Grade was projected 43% and 5th grade was projected to score 56%. Based on Mock Math STAAR data, 3rd was 29%, 4th was 33% and 5th was 51% projected to score Meets proficiency. Compared to other campuses of similar type, size, grade span, and student demographics, we are on target to perform above the district.

After-school tutoring is offered/accessible to all students. Extended day is offered to students in need of more rigorous reteach. Teachers will reteach during the regular instructional day during small groups (intervention time). Targeted I-Ready lessons are assigned for math reteaching. Targeted Achieve 3000 lessons are assigned for reading reteach. For Science, McGraw-Hill instructional videos are assigned as needed for missed hands-on activities.

May 2025	Teacher	MAP EOY Growth Goal by Class (Students that met or exceeded their projected goal)	
		Math	
K	Omalley		100%
	Galaviz		100%
G1	Fink		13%
	Garza		13%
G2	Cox-Hill		63%
	Lopez		50%
G3	Torales		80%
	Fontena		73%
G4	Barajas		36%
	Adams		29%
	Gonzalez		82%
	Haddock		64%
G5			
	Vargas		39%
	Khalil		48%
	Martinez		62%
	School Average		57%

	Lower Grade Average	57%
	Upper Grade Average	57%

STAAR PERFORMANCE 2025

Updated: 6/9/2025

STAAR 2024-25 ELAR/SLAR DATA				
Class/District	Approaches	Meets	Masters	Growth/Students
3rd ELAR	40%	45%	20%	
District	24%	53%	25%	
3rd SLAR	32%	27%	11%	
District	35%	25%	14%	
All 3rd grade Roach	72%	36%	15%	
All 3rd grade District	73%	47%	23%	
Class/District	Approaches	Meets	Masters	
4th ELAR	24%	59%	34%	
District	22%	59%	29%	
4th SLAR	22%	52%	13%	
District	21%	38%	16%	

All 4th grade Roach	80%	56%	25%	
All 4th District	78%	56%	27%	
Class/District	Approaches	Meets	Master	
5th ELAR	16%	62%	32%	
District	16%	62%	36%	
5th SLAR	28%	68%	20%	
District	31%	48%	21%	
All 5th grade	84%	64%	28%	
All 5th grade District	78%	60%	34%	

STAAR 2024-25 Math DATA				
Class/District	Approaches	Meets	Masters	Growth/ Students
3rd English	34%	32%	6%	
District	24%	47%	21%	
3rd Spanish	50%	25%	0%	
District	26%	30%	7%	
All 3rd grade	67%	31%	5%	
All 3r grade District	71%	47%	21%	

Class/District	Approaches	Meets	Masters	
4th English	23%	35%	9%	
District	70%	47%	23%	
4th Spanish	50%	50%	0%	
District	20%	21%	6%	
All 4th grade	58%	36%	9%	
All 4th grade District	68%	45%	22%	
Class/District	Approaches	Meets	Masters	
5th English	33%	45%	22%	
District	25%	52%	27%	
5th Spanish	40%	20%	20%	
District	30%	26%	9%	
All 5th grade	77%	43%	22%	
All 5th grade District	76%	51%	26%	

STAAR 2024-25 Science DATA				
Class/District	Approaches	Meets	Master	Growth/ Students
5th English	44%	11%	2%	
District	35%	26%	11%	

5th Spanish	27%	12%	0%	
District	34%	17%	2%	
All 5th grade	49%	12%	1%	
All 5th grade District	60%	26%	10%	

STRENGTHS AND WEAKNESSES

STRENGTHS

Math:

- 3rd grade Spanish Math at Approaches level of 50% is higher than the district at 26%
- 3rd grade English Math Approaches level of 34% is highest than the district at 24%
- 4th grade Spanish Math at Approaches level of 50% is higher than the district at 20%
- 4th grade Spanish at Meets level of 50% is higher than the district at 21%
- 5th grade Math at Approaches level of 33% is higher than the district at 25%
- 5th grade Spanish Math at Approaches level of 40% is higher than the district at 30%
- 5th grade Math at Masters level of 20% is higher than the district at 9%
- Overall 5th grade Math at Approaches level of 77% is higher than the district at 76%

Reading:

- 3rd grade Spanish Reading Language Arts at Meets Performance Level of 27% is higher than the district at 25%
- 3rd grade Reading Language Arts at Approaches level of 40% is higher than the district at 24%
- 4th grade Language Arts at Approaches level of 24% is higher than the district at 22%
- 4th grade Language Arts at Meets level of 59% is the same as the district at 59%
- 4th grade Language Arts at Masters level of 34% is higher than the district at 29%
- 4th grade Spanish Language Arts at Approaches level of 22% is higher than the district at 21%
- 4th grade Spanish Language Arts at Meets level of 52% is higher than the district at 38%
- Overall 4th grade ELAR/SLAR at Approaches level of 80% is higher than the district at 78%
- Overall 4th grade ELAR/SLAR at Meets level of 56% is the same as the district at 56%
- 5th grade Language Arts at Approaches level of 16% is the same as the district at 16%
- 5th grade Language Arts at Meets level of 62% is the same as the district at 62%

- 5th grade Spanish Language Arts at Meets level of 68% is higher than the district at 48%
- Overall 5th grade ELAR/SLAR Approaches level of 84 is higher than the district at 78%
- Overall 5th grade ELAR/SLAR Meets level of 64 is higher than the district at 60%

Science:

- 5th grade English Science at Approaches level of 44% is higher than the district at 35%

WEAKNESSES

Math:

- 3rd grade Campus at Approaches Performance level of 67% is lower than the district at 71%
- 3rd grade Campus at Meets Performance level of 31% is lower than the district at 47%
- 3rd grade Campus at Masters Performance level of 5% is lower than the district at 21%
- 4th grade Campus at Approaches Performance level of 58% is lower than the district at 68%
- 4th grade Campus at Meets Performance level of 36% is lower than the district at 45%
- 4th grade Campus at Masters Performance level of 9% is lower than the district at 22%
- 5th grade Campus at Meets Performance level of 43% is lower than the district at 51%
- 5th grade Campus at Masters Performance level of 22% is lower than the district at 26%

Reading:

- 3rd grade Campus at Approaches Performance level of 72% is lower than the district at 73%
- 3rd grade Campus at Meets Performance level of 36% is lower than the district at 47%
- 3rd grade Campus at Masters Performance level of 15% is lower than the district at 23%
- 4th grade Campus at Masters Performance level of 25% is lower than the district at 27%
- 5th grade Campus at Masters Performance level of 28% is lower than the district at 34%

Science:

- 5th grade Campus at Approaches Performance of 49% is lower than the district at 60%
- 5th grade Campus at Meets Performance of 12% is lower than the district at 26%
- 5th grade Campus at Masters Performance of 1% is lower than the district at 10%

Student Learning Strengths

Grades K, 3, 4, and 5 met or exceeded their expected Student growth Performance on Reading and Math MAP.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In Math STAAR administration, our campus performed lower than the district: 3rd grade Campus overall performance at meets is 31%, lower than the district at 47% 4th grade Campus overall performance at Meets is 36% , lower than the district at 45% 5th grade Campus overall performance at Meets is 43% lower than the district at 51%

Root Cause: Math resources and instructional pacing and rigor are not meeting our students' needs. Students coming to the next grade level with 1 or 2 grade levels behind

Problem Statement 2 (Prioritized): In Reading STAAR administration, our campus performed below the District: 3rd grade Campus at Approaches Performance level of 72% is lower than the district at 73% 3rd grade Campus at Meets Performance level of 36% is lower than the district at 47% 3rd grade Campus at Masters Performance level of 15% is lower than the district at 23%

Root Cause: New teachers to the Grade level. Students needing more vocabulary development Instructional resources need more academic rigor

Problem Statement 3 (Prioritized): In Science STAAR administration, our campus performed lower than the district: 5th grade Campus at Approaches Performance of 49% is lower than the district at 60% 5th grade Campus at Meets Performance of 12% is lower than the district at 26% 5th grade Campus at Masters Performance of 1% is lower than the district at 10%

Root Cause: Not enough time to teach students in small-group instruction Instruction not paired with STAAR rigor in Science Inconsistent Hands-on experiences Lack of background knowledge and vocabulary

Problem Statement 4 (Prioritized): Grades 1 and 2 did not meet their expected EOY student growth performance on Reading or Math MAP.

Root Cause: New teacher in 1st Gen. Ed. Lack of rigor in Math instruction in lower grade -levels Student behavior interfering with student performance Some students were not on a favorable placement that would support their needs.

School Processes & Programs

School Processes & Programs Summary

Routh Roach Elementary TAPR data (2022-2023) shows that Routh Roach has 9.8% of teachers are beginners, 37.7% have 1-5 years of experience; 14.5% of teachers have 6-10 years of experience; and 36.3% have 11-20 years of teaching experience which is 8.1% above the District and 9.1% above the state average.

The most recent Routh Roach Elementary TAPR data (2023-2024) shows that Routh Roach has 6.9% of teachers are beginners, 35.8% have 1-5 years of experience; 10.7% of teachers have 6-10 years of experience; and 39.4% have 11-20 years of teaching experience which is % 12.4% higher than the District and 12.1% above the state average.

Teachers are incentivized based on performance under the TIA program. Relevant teachers are also invited to interviews with potential personnel to provide feedback.

Responsibilities are clear and they are communicated to teachers in multiple formats. Additionally, Instructional Leader responsibilities are re-visited throughout the year. Nevertheless, some tasks are too great and require much attention. Such tasks impede administrators and leadership from addressing other pertinent duties as assigned. For example, we have three behavior units. Moreover, we have several students who require behavioral interventions, who are not yet identified. Their needs and/or disruptions occupy and demand the attention of our Instructional Leaders and it pulls them away from other equally important responsibilities.

The Campus Improvement Team narrows our focus on our specific campus needs. Members examine our campus' unique needs by using data to drive conversations that will help to uncover the root causes of learning gaps. Our stakeholders provide feedback on the ways in which the interventions are effective. Because of our participation in Holdsworth, a new approach is being acquired to improve the process of delivering instruction to our students. For interventions rendered ineffective, as indicated by data, stakeholders revise processes to better address the needs of our community.

Teachers continuously review data to drive their instruction and interventions to provide students with quality differentiated lessons; including tier 1 instruction delivered in small groups; and integration of digital programs that meet the student's needs at their individual level while optimizing instructional time. Title I funds are used to provide planning time for teachers, after-school tutoring, extended days, Saturday school, science boot camp, and field trips. By using a variety of curricula, teachers are able to expand their resources to enrich and accelerate instruction.

During PLCs and PD training, teachers learn and review skills and learning objectives using the GISD scope and sequence. With the Lesson Customization format, teachers have the chance to expand their plan to differentiate instruction and tailor instruction for their particular students. In general, the curriculum aligns with the TEKS. Vertical planning has been a powerful approach for teachers to align instruction for students across grade levels, especially in Science. However, sometimes assessments required by the district may not match the instructional calendar.

GISD adopted iReady for Math and Reading individual students' diagnostic, instruction, and progress monitoring during the school year for all our students, which provides individualized and differentiated instruction in grades 3-5 to access Achieve 3000, an innovative digital resource to support instruction and support students' growth in reading skills. All in Learning is another digital resource that provides students with the opportunity to demonstrate proficiency or mastery of grade-level skills and provides teachers with useful data to target instruction. Amplify (digital class), as well as Eureka, ST Math, Seesaw, Nearpod, Peardeck, Plickers, and Typing.com, are other digital resources that enhance blending learning experiences for all our students."

During PLCs and PD training, teachers learn and review skills and learning objectives using the GISD scope and sequence. With the Lesson Customization format, teachers have the chance to expand their plan to differentiate instruction and tailor instruction for their particular students. In general, the curriculum aligns to the TEKS. Vertical planning has been a powerful approach for teachers to align instruction for students across grade levels, especially in Science. However, sometimes assessments required by the district may not match the instructional calendar.

IPC and lesson plans are built based on a continued data check. Eg. After every MAP administration, CBAs, etc. Formative assessments are in general aligned to the learning objective focus. Interventions are data

Technology integration is based on students' academic levels and needs. Evaluation of technology performance is made yearly. Technology is used as a formative assessment tool, instructional tool, and as an intervention and enrichment tool.

Our campus has a vast Counseling program that includes early childhood into elementary, and elementary into middle school transition. The programs are provided in English and Spanish to serve

The school has a PBIS program that facilitates the implementation of expectations as well as strategies to support a culture of responsibility and accountability for students. The STOIC system provides

School Processes & Programs Strengths

Behavior Process (PBIS)

Developmentally appropriate digital platforms that provide opportunities to meet individual student needs

The PLCs continue to be focused on data-driven solutions for our students.

Our MTSS process has become more efficient

Our campus has some enrichment opportunities, (honor choir and robotics)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need more support in order to meet students' needs for intervention

Root Cause: Budget cuts had led to a decrease in staffing.

Perceptions

Perceptions Summary

ATTENDANCE RATE

In 2022-23, the highest attendance rates were for two or more races at 97.6%, Asian at 97.2%, White at 96.1%, African-American at 95.7% and the lowest attendance is Hispanic students at 95.1%. Note: we do not have American Indian or Pacific Islander students represented. In 21-22, two or more races had 97.5% attendance, Asians with 96%, White at 95% (worse this year), and Hispanics at 94.1%. African Americans had the lowest attendance rate at 90.9%. In this year also, Pacific Islander and Native American students are not represented. When looking at the three groups (Sped, ED, and EB) the data shows the following: In 2023 the rates of attendance were almost identical: Sped was 95.4%, EB was 95.4%, and Economically disadvantaged was 95.3% and the campus was 95.4%. There was more of a decrease in attendance was in 21-22. In 21-22, the EB population was 94.8%, ED was 93.7% and Sped was 92.1%. The campus for this year was 94.1% so the Sped population had the lowest attendance rate.

BEHAVIOR AVERAGES

According to the PBIS Time of Day data, there is a spike in behavior at 12:00 .m. which coincides with lunches and transitions. The data shows 141 incidents to date for the time period. Wednesdays and Thursdays tend to be the highest incident days of the week at 159 for Wednesday and 144 for Thursday. Failure to follow directions was the highest incident category at 181 with aggravation/agitation of others at 138. Compared to the 23-24 year, aggravation/agitation of others is higher in 24-25 along with failure to follow directions. The second graders had 176 incidents per level. The patterns note that second and kinder are the grade levels with the most incidents overall for years 24-25 and 23-24.

STAFF ENGAGEMENT

Teachers describe the campus culture as positive. The committee stated that professional development is repetitive and is district-mandated but not based on developing teacher skills. Teachers have weekly opportunities to collaborate with one another during PLCs. Also, there are additional times teachers meet and plan outside of the PLC time. However, teachers feel overwhelmed with too many things to do and numerous requirements to accomplish in very little time.

PARENT/COMMUNITY ENGAGEMENT

The 2025 Spring Family Survey stated that 65% of parents strongly agree they receive information in a language they can understand (98% favorable rating). Fifty percent of parents (24) strongly agree that they are encouraged to be involved in activities at this school a 96% favorable rating. Forty-six percent of parents (22), state the school provides materials and training to help parents work with their children to improve student achievement (92% favorable rating). This is a 92% favorable rating as parents stated they are aware of the curriculum their child is learning (20 parents). Forty percent of parents stated they strongly agree they understand the types of state and local tests their child takes (19) and 46% agree to this (22) which yielded an 85% favorable rating. An eighty-three percent favorable rating from parents shows they received the School Compact (14 parents and a rate of 39%) but 39 % (14 parents) stated the school explained the purpose of the School Compact (75%) favorable rating. Roach had a 78% favorable rating for those who received the written Parent Involvement Policy with 52% of parents (14) stating they agree with this statement. Ninety-six percent favorable rating shows that parents feel welcome at this school (strongly agree is 67%). Family Efficacy yielded 49 responses (79%) for this area. It was noted that 56% (27 parents) stated they were confident they could help their child develop good friendships (81% favorable rate); 38% felt they were extremely confident in their ability to make choices about their child's schooling (75%0 favorable rating); 33% (16 parents) stated they were confident in their ability to make sure the school meets their child's learning needs (90%) favorable rating. Family support noted that 29 parents (60%) had often conversations with their child about what they are learning at school; 40% (19 parents) stated they somewhat know their child's close friends and 52% (25 parents) stated they put effort into helping their child learn to do things for himself/herself. When looking at learning behaviors, the school average was 52% (down 12% since the last survey) and below the district's 56%. Forty-two percent (20 parents) show their child often reads for fun (33% favorable rating) and another 33% favorable rating when looking at working on school activities and how distracted their child is (44%, 21 parents) stated somewhat easily. Thirty-eight percent of parents stated their child puts in much effort into school-related tasks. The school had a 35% favorable rating when parents how often their child gave up on learning activities that he/she found hard: 40% stated sometimes (19 parents).

When looking at barriers to engagement in the previous year's survey, Roach received a favorable rating of 85% as parents stated childcare is not a problem. Transportation

challenges were not an issue as the school received a 92% favorable rating, and 77% of parents gave a favorable rating stating their schedule is busy (64%). Overall, Roach's average for barriers to engagement is 89% compared to the district at 87%. For the Spring 2025 survey, barriers that prevent participation by parents were not one of the categories on the survey.

When looking at Family Support, Roach scored 75% (the district is 73%). Sixty percent of parents have conversations about what their child is learning in school, and 48% of parents stated they help their child understand the content they are learning. 58% of parents strongly agree they feel welcome at the school and 35% agree with a 93% favorability rating. There is no data to specifically answer the question of whether parents feel their children are safe at school.

Perceptions Strengths

Parent Communication

PLC's

Parent engagement nights

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a high number of special needs students who are not being served according to the IEP minutes.

Root Cause: Lack of staff to support serving the students and the current staff has other duties such as testing that prohibits services for others.

Priority Problem Statements

Problem Statement 1: Grades 1 and 2 did not meet their expected EOY student growth performance on Reading or Math MAP.

Root Cause 1: New teacher in 1st Gen. Ed. Lack of rigor in Math instruction in lower grade -levels Student behavior interfering with student performance Some students were not on a favorable placement that would support their needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In Math STAAR administration, our campus performed lower than the district: 3rd grade Campus overall performance at meets is 31%, lower than the district at 47% 4th grade Campus overall performance at Meets is 36% , lower than the district at 45% 5th grade Campus overall performance at Meets is 43% lower than the district at 51%

Root Cause 2: Math resources and instructional pacing and rigor are not meeting our students' needs. Students coming to the next grade level with 1 or 2 grade levels behind

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In Reading STAAR administration, our campus performed below the District: 3rd grade Campus at Approaches Performance level of 72% is lower than the district at 73% 3rd grade Campus at Meets Performance level of 36% is lower than the district at 47% 3rd grade Campus at Masters Performance level of 15% is lower than the district at 23%

Root Cause 3: New teachers to the Grade level. Students needing more vocabulary development Instructional resources need more academic rigor

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In Science STAAR administration, our campus performed lower than the district: 5th grade Campus at Approaches Performance of 49% is lower than the district at 60% 5th grade Campus at Meets Performance of 12% is lower than the district at 26% 5th grade Campus at Masters Performance of 1% is lower than the district at 10%

Root Cause 4: Not enough time to teach students in small-group instruction Instruction not paired with STAAR rigor in Science Inconsistent Hands-on experiences Lack of background knowledge and vocabulary

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase the percentage of ALL 1st Graders achieving "On Grade Level" on EOY iReady Math Diagnostic from 5% to 43% by the end of school year 2025-2026.

Performance Objective 1: Foundations

High Priority

Evaluation Data Sources: BOY, MOY, EOY iReady reports

Strategy 1 Details	Reviews			
Strategy 1: 1st Grade -5th Grade teachers will utilize software i-ReadyMath and/or web-based programs to monitor student progress and differentiate instruction in math. Teachers will utilize interactive, adaptive technology, including mice and laptop stands. Strategy's Expected Result/Impact: Students will build foundational concepts visually, then connects the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Improved Math Achievement: Consistent use of i-Ready, ST Math, and other web-based programs will help address students' individual learning gaps, leading to increased proficiency and progress in math, as evidenced by improved performance on formative assessments and the STAAR exam. Differentiated Instruction and Intervention: Teachers will use real-time data from these programs to inform small group instruction and provide targeted interventions that meet students' specific needs and skill levels. Increased Student Engagement in Math: Interactive, adaptive technology will foster greater engagement, persistence, and interest in math concepts, especially for struggling learners. Data-Driven Instructional Practices: Teachers will regularly analyze software-generated reports during PLCs and adjust instruction accordingly, ensuring instructional decisions are based on student performance data. Instructional Accountability and Monitoring: Walkthroughs and PLC discussions will provide evidence of effective program implementation and instructional adjustments, contributing to overall instructional effectiveness. Progress Toward STAAR Goals: Targeted instruction supported by i-Ready and ST Math will help more students meet or exceed grade-level expectations on the STAAR math assessment. Staff Responsible for Monitoring: Teachers, IST, Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4 Funding Sources: Mice and Computer Stands - 6300 Supplies and Materials- Title I Funds - \$277	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Teachers and Instructional coaches will develop differentiated instructional planning calendars to meet the needs of Students and internalize lessons to include rigorous and engaging instruction for students, including foundation and writing. Strategy's Expected Result/Impact: Throughout the 2025-2026 school year, instructional leaders will monitor progress toward increasing the percentage of 1st grade students achieving "On Grade Level" on the EOY i-Ready Math Diagnostic to 60% by conducting regular walkthroughs, facilitating data-driven PLC discussions, reviewing Weekly Demonstrations of Learning (DOLs) and Monthly Assessments, and tracking student progress through i-Ready's differentiated learning pathways. Staff Responsible for Monitoring: Teachers, IST, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: Teachers will implement targeted small-group instruction, data-driven interventions, and regular progress monitoring based on i-Ready Math data to increase the percentage of all 1st grade students performing "On Grade Level" on the End-of-Year i-Ready Math Diagnostic to at least 60%. Strategy's Expected Result/Impact: Foundations Staff Responsible for Monitoring: TEachers, IST, Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress			
Strategy 4 Details		Reviews			
Strategy 4: Conduct weekly PLCs to provide coaching and feedback to teachers to help them focus on improving student mastery of 1st. grade math TEKS. Teams will analyze common assessment data, identify misconceptions, and plan targeted instruction to support conceptual understanding and problem-solving skills. Strategy's Expected Result/Impact: Students will show measurable growth in math proficiency, reflected in increased scores on grade-level TEKS, as shown in iReady reports. Staff Responsible for Monitoring: Teachers, Coach, Administrators		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: Build teacher expertise in disaggregating data and progress monitoring data by establishing grade-level professional learning communities (PLCs) where teachers can collaboratively review student progress, contributing to stronger instructional practices and improved teacher retention. Teacher leaders will participate in quarterly strategic planning to support and mentor their peers, enriching early numeracy and mathematical skills, including counting skills, shape discrimination, operations, and number identification. Strategy's Expected Result/Impact: Collaborative data review in PLCs strengthens instructional practices. Teachers build expertise in disaggregating data and progress monitoring data. Instruction becomes more targeted and responsive to student needs. Early numeracy and math skills are enriched (e.g., counting, shape discrimination, operations, number identification). Teacher leaders support peers through quarterly strategic planning and mentoring. Professional learning communities foster collaboration and reduce teacher isolation. Leadership opportunities improve teacher retention and job satisfaction. Students benefit from improved foundational math skills and early interventions. Staff Responsible for Monitoring: Administrators, Coach , District support TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Conduct weekly 10-minute walkthroughs in 1st grade math classrooms focused on student engagement during core math instruction, specifically looking for use of iReady-aligned strategies and scaffolds. Strategy's Expected Result/Impact: Increased fidelity of Tier 1 math instruction and targeted scaffolding will lead to improved student performance on iReady lessons, contributing to the growth from 5% to 43% of 1st graders achieving "On Grade Level" on the EOY iReady Math Diagnostic. Staff Responsible for Monitoring: Administrators and coach.	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In Math STAAR administration, our campus performed lower than the district: 3rd grade Campus overall performance at meets is 31%, lower than the district at 47% 4th grade Campus overall performance at Meets is 36% , lower than the district at 45% 5th grade Campus overall performance at Meets is 43% lower than the district at 51% Root Cause: Math resources and instructional pacing and rigor are not meeting our students' needs. Students coming to the next grade level with 1 or 2 grade levels behind

Student Learning

Problem Statement 4: Grades 1 and 2 did not meet their expected EOY student growth performance on Reading or Math MAP. **Root Cause:** New teacher in 1st Gen. Ed. Lack of rigor in Math instruction in lower grade -levels Student behavior interfering with student performance Some students were not on a favorable placement that would support their needs.

Goal 2: Increase the percentage of ALL 1st Graders achieving "On Grade Level" on EOY iReady Reading(Early Literacy) Diagnostic from 16% to 55% by the end of school year 2025-2026.

Performance Objective 1: Foundations

High Priority

Evaluation Data Sources: BOY, MOY, AND EOY iReady reports

Strategy 1 Details	Reviews			
Strategy 1: 1st Grade -5th Grade teachers will utilize software (i-Ready), and/or web-based programs to monitor student progress and differentiate instruction in math Observe through walkthrough data, PLC discussions, and Meets Level target is reached on STAAR assessment. Strategy's Expected Result/Impact: Students will build foundational concepts visually, then connects the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Improved Reading Achievement: Consistent use of i-Ready Reading, and other web-based programs will help address students' individual learning gaps, leading to increased proficiency and progress in math, as evidenced by improved performance on formative assessments and the STAAR exam. Differentiated Instruction and Intervention: Teachers will use real-time data from these programs to inform small group instruction and provide targeted interventions that meet students' specific needs and skill levels. Interactive, adaptive technology will foster greater engagement, persistence, and interest in math concepts, especially for struggling learners. Data-Driven Instructional Practices: Teachers will regularly analyze software-generated reports during PLCs and adjust instruction accordingly, ensuring instructional decisions are based on student performance data. Instructional Accountability and Monitoring: Walkthroughs and PLC discussions will provide evidence of effective program implementation and instructional adjustments, contributing to overall instructional effectiveness. Progress Toward STAAR Goals: Targeted instruction supported by i-Ready will help more students meet or exceed grade-level expectations on the STAAR Reading assessment. Staff Responsible for Monitoring: Teachers, IST, Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Teachers and Instructional coaches will develop differentiated instructional planning calendars to meet the needs of Students and internalize lessons, and include rigorous and engaging instruction for students. Strategy's Expected Result/Impact: Throughout the 2025-2026 school year, instructional leaders will monitor progress toward increasing the percentage of 1st grade students achieving "On Grade Level" on the EOY i-Ready Reading Diagnostic to 60% by conducting regular walkthroughs, facilitating data-driven PLC discussions, reviewing Weekly Demonstrations of Learning (DOLs) and Monthly Assessments, and tracking student progress through i-Ready's differentiated learning pathways Staff Responsible for Monitoring: Teachers, IST, Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: Teachers will implement targeted small-group instruction, data-driven interventions, and regular progress monitoring based on i-Ready Reading data to increase the percentage of all 1st grade students performing "On Grade Level" on the End-of-Year i-Ready Reading Diagnostic to at least 60%. Strategy's Expected Result/Impact: Foundations Staff Responsible for Monitoring: Teachers, IST, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			
Strategy 4 Details		Reviews			
Strategy 4: Conduct weekly PLCs to provide coaching, feedback, and training to teachers to focus on improving student mastery of 1st. grade reading TEKS. Teams will analyze common assessment data, identify misconceptions, and plan targeted instruction to support conceptual understanding and problem-solving skills. Strategy's Expected Result/Impact: Students will show measurable growth in reading proficiency, reflected in increased scores on grade-level TEKS, as shown in iReady reports. Staff Responsible for Monitoring: Teachers, Coach, Administrator		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: Build teacher expertise in disaggregating data and progress monitoring data by establishing grade-level professional learning communities (PLCs) where teachers can collaboratively review student progress, contributing to stronger instructional practices and improved teacher retention. Teacher leaders will participate in quarterly strategic planning to support and mentor their peers, enriching early numeracy and mathematical skills, including counting skills, shape discrimination, operations, and number identification. Strategy's Expected Result/Impact: Collaborative data review in PLCs strengthens instructional practices. Teachers build expertise in disaggregating data and progress monitoring data. Instruction becomes more targeted and responsive to student needs. Early numeracy and math skills are enriched (e.g., counting, shape discrimination, operations, number identification). Teacher leaders support peers through quarterly strategic planning and mentoring. Professional learning communities foster collaboration and reduce teacher isolation. Leadership opportunities improve teacher retention and job satisfaction. Students benefit from improved foundational math skills and early interventions. Staff Responsible for Monitoring: Administrators, coach, district support	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Conduct weekly walkthroughs in 1st grade classrooms during Early Literacy instruction, focusing on evidence of systematic phonics routines and student engagement with iReady Reading-aligned activities. Strategy's Expected Result/Impact: Improved consistency in foundational reading instruction will support literacy growth, increasing the percentage of 1st graders achieving "On Grade Level" on the EOY iReady Reading Diagnostic from 16% to 55%. Staff Responsible for Monitoring: Administrators, coach	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In Reading STAAR administration, our campus performed below the District: 3rd grade Campus at Approaches Performance level of 72% is lower than the district at 73% 3rd grade Campus at Meets Performance level of 36% is lower than the district at 47% 3rd grade Campus at Masters Performance level of 15% is lower than the district at 23% Root Cause: New teachers to the Grade level. Students needing more vocabulary development Instructional resources need more academic rigor
Problem Statement 4: Grades 1 and 2 did not meet their expected EOY student growth performance on Reading or Math MAP. Root Cause: New teacher in 1st Gen. Ed. Lack of rigor in Math instruction in lower grade -levels Student behavior interfering with student performance Some students were not on a favorable placement that would support their needs.

Goal 3: By the end of the 2025-2026 school year, the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams will increase from 31% to 49 % (2030 target: 58%).

Performance Objective 1: Foundations

In 2024-2026, the percentage of students in grades 3, 4, and 5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math, will increase as follows:

- Grade 3 from 31% to 60%
- Grade 4 from 36% to 60%
- Grade 5 from 43% to 60%

High Priority

HB3 Goal

Evaluation Data Sources: CBAs, i-Ready, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize manipulatives during Small group math instruction to make connections between concrete and abstract models. Students will practice fluency daily during math stations and do checkpoints twice in a grading period. Strategy's Expected Result/Impact: Increase in Meets Grade Level performance. CBAs CWT Staff Responsible for Monitoring: Teachers, ST, and administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use researched based curriculum strategies, STAAR practice workbooks, and higher level thinking skills/extension materials, including software. Strategy's Expected Result/Impact: Increase meets math level performance. math CBAs, and iReady reports Staff Responsible for Monitoring: Teachers, Administrators, IST ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement small group math stations across grade levels and utilize small group instruction to target and support individual needs during Math instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning Calendar) days. Strategy's Expected Result/Impact: Increase meets math level performance. math CBAs, and iReady reports Staff Responsible for Monitoring: Teachers,ST, and administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Substitute Payroll - 6100 Payroll- Title I Funds - \$2,133	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: K-5th Grade Math teachers will implement guided math and inquiry-based strategies during mini-lessons, whole and small group instruction, and stations, to increase student learning of mathematical concepts, including writing and Math foundation strategies. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Increased Student Mastery of Math Concepts: Differentiated small group instruction and inquiry-based mini-lessons will provide targeted support and deeper exploration of math concepts, leading to improved student understanding and performance. Closing of Learning Gaps: Personalized instruction based on student readiness and need will help address skill gaps, especially for struggling learners, accelerating progress toward grade-level expectations. Enhanced Student Engagement and Critical Thinking: Inquiry-based strategies will foster curiosity, problem-solving, and mathematical reasoning, resulting in more active participation and deeper learning. Improved Performance on Assessments: Frequent formative assessments used to guide small group instruction will contribute to increased student achievement on classroom, district, and state assessments (e.g., STAAR). Support for Diverse Learners: Differentiation ensures that all student groups--including SPED, GT, ELLs, and at-risk students--receive instruction that meets their specific needs. Strengthened Instructional Practices: Teachers will become more effective in using data to plan instruction, adjust grouping, and deliver high-impact lessons that support all learners. Staff Responsible for Monitoring: Teachers, IST, Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 5 Details		Reviews			
Strategy 5: Kindergarten through 5th grade teachers will utilize software (i-Ready) and/or web-based programs to monitor student progress and differentiate instruction in math Observe through walkthrough data, PLC discussions, and Meets Level target is reached on STAAR assessment. Strategy's Expected Result/Impact: Students will build foundational concepts visually, then connect the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Staff Responsible for Monitoring: Teachers, IST, Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - 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 Problem Statements: Student Learning 1, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			
Strategy 6 Details		Reviews			
Strategy 6: Conduct weekly PLCs focused on improving student mastery of 3rd-grade math TEKS. Teams will analyze common assessment data, identify misconceptions, and plan targeted instruction to support conceptual understanding and problem-solving skills. Strategy's Expected Result/Impact: Students will show measurable growth in math proficiency, reflected in increased scores on grade-level TEKS, as shown in iReady reports. Staff Responsible for Monitoring: Teachers, Coach, Administrators		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			
Strategy 7 Details		Reviews			
Strategy 7: Build teacher expertise in disaggregating data and progress monitoring data by establishing grade-level professional learning communities (PLCs) where teachers can collaboratively review student progress, contributing to stronger instructional practices and improved teacher retention. Teacher leaders will participate in quarterly strategic planning to support and mentor their peers, enriching early numeracy and mathematical skills, including counting skills, shape discrimination, operations, and number identification. Strategy's Expected Result/Impact: Collaborative data review in PLCs strengthens instructional practices. Teachers build expertise in disaggregating data and progress monitoring data. Instruction becomes more targeted and responsive to student needs. Early numeracy and math skills are enriched (e.g., counting, shape discrimination, operations, number identification). Teacher leaders support peers through quarterly strategic planning and mentoring. Professional learning communities foster collaboration and reduce teacher isolation. Leadership opportunities improve teacher retention and job satisfaction. Students benefit from improved foundational math skills and early interventions. Staff Responsible for Monitoring: Administrators, coach, district support		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			

Strategy 8 Details		Reviews			
Strategy 8: Conduct bi-weekly walkthroughs in 3rd grade math classrooms focused on evidence of STAAR-aligned problem-solving instruction and student use of academic vocabulary during math discourse. Strategy's Expected Result/Impact: Increased alignment to STAAR rigor and vocabulary usage will strengthen conceptual understanding, supporting growth from 31% to 49% of students achieving "Meets Grade Level" on the 3rd-grade Math STAAR. Staff Responsible for Monitoring: Administrators, coach.		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In Math STAAR administration, our campus performed lower than the district: 3rd grade Campus overall performance at meets is 31%, lower than the district at 47% 4th grade Campus overall performance at Meets is 36% , lower than the district at 45% 5th grade Campus overall performance at Meets is 43% lower than the district at 51% Root Cause: Math resources and instructional pacing and rigor are not meeting our students' needs. Students coming to the next grade level with 1 or 2 grade levels behind Problem Statement 4: Grades 1 and 2 did not meet their expected EOY student growth performance on Reading or Math MAP. Root Cause: New teacher in 1st Gen. Ed. Lack of rigor in Math instruction in lower grade -levels Student behavior interfering with student performance Some students were not on a favorable placement that would support their needs.

Goal 4: By the end of the 2025-2026 school year, the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams will increase from 36% to 50% (2030-target: 61%).

Performance Objective 1: Foundations

Grade 3 will increase from 36% Meets to 50% Meets
 Grade 4 will increase from 56% Meets to 60% Meets
 Grade 5 will increase from 64% Meets to 75% Meets

High Priority

HB3 Goal

Evaluation Data Sources: Progress Learning, Achieve 3000, (BOY, EOY) and online learning platforms such as CANVA and Seesaw for weekly assignments and DOLs and usage data.
 STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group literacy stations across grade levels and utilize small group instruction to target and support individual needs during ELAR instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning Calendar) days. Strategy's Expected Result/Impact: Increase reading performance (DIBELS, IDEL)and reach I-Ready Reading goals Reach student achievement of Meets Grade Level at 60% mastery Increased Equity in Instructional Practices: All student groups will have access to rigorous and responsive instruction that supports academic success, regardless of background or ability level. Higher Performance on Assessments: Consistent implementation of small group reading instruction will support measurable gains on local, district, and state literacy assessments. Professional Collaboration and Growth: Teachers will engage in ongoing collaboration and reflection on instructional practices during PLCs to refine small group strategies and monitor student progress effectively. Staff Responsible for Monitoring: Teachers, CST, and administrators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2 Funding Sources: Substitute Payroll - 6100 Payroll- Title I Funds - \$1,931	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use research-based curriculum strategies, STAAR practice workbooks, and higher-level thinking skills/extension materials, including software and dictionaries. Strategy's Expected Result/Impact: Increase meets reading level performance. Reading CBAs performance, iReady growth, and DRA levels results. Staff Responsible for Monitoring: Teachers,ST, and administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2 Funding Sources: Achieve 3000 - 6300 Supplies and Materials- Title I Funds - \$8,319, Achieve 3000 - 6200 Contracted Services/Registration- Title I Fun - \$7,000	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will disaggregate data from curriculum assessments, mCLASS, and iReady to determine intervention groups for all students with a focus on EBs, SPED, and 504 students. WIN (Intervention time) will begin on the third Monday of the 2025-2026 school year, with formative assessment data being used to determine intervention groups for all at-risk students. Strategy's Expected Result/Impact: Increase Reading meets performance of at-risk students Staff Responsible for Monitoring: Teachers, CST, and administrators	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Teachers will create posters with graphic organizers, anchor charts, vocabulary, and concept walls to give students a visual aid that helps them understand the instructional materials. Strategy's Expected Result/Impact: Visual aids, such as posters, have been proven to be effective in improving memory retention and making learning more enjoyable for kids Staff Responsible for Monitoring: Teachers, CST, and Administrators. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4 Funding Sources: Precision Business Machines 600 Poster Pak - 6300 Supplies and Materials- Title I Funds - \$2,284	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: Create Student Data Trackers for each students to progress monitoring and increases accountability and motivation. Each student will have a personalized Data Tracker Folder (digital or paper-based) including the following sections: A. Reading Progress Tracker Weekly Reading Level Chart (e.g., DRA, Lexile, or F&P) Fluency Graph (WPM tracking from weekly fluency checks) Comprehension Scores (from quizzes or exit tickets) Reading Goal Sheet Student-created reading goal Teacher feedback Reflection prompts B. Learning Platform Usage Tracker Platforms such as iReady or Achieve3000 Minutes per week completed vs. target Lessons passed/mastered Color-coded charts to track weekly progress Badge or sticker system for milestones C. Personal Literacy Goals & Reflections Short reflection entries: "This week I improved by..." "Next week I want to focus on..." D. Teacher Feedback & Conference Notes Regular teacher comments or checklists from one-on-one data chats Space for parent signatures or notes after progress reviews 2. Implementation Strategy Timeline Activity Week 1-2 Introduce trackers to students; set baseline data; teach goal setting Weekly, Students update trackers during designated "Data Time" Monthly Student-Teacher Data Conferences (5-7 min per student) Quarterly Share data with parents during progress night or family events Strategy's Expected Result/Impact: Progress monitoring and increases accountability and motivation. Staff Responsible for Monitoring: Teachers, CST, Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 6 Details	Reviews			
Strategy 6: Provide Extended Day small group instruction providing more time for focused learning, allowing teachers to address individual needs through small group work, enhancing engagement with diverse activities Strategy's Expected Result/Impact: Reducing the achievement gap for students from disadvantaged backgrounds by providing additional support and enrichment opportunities outside of regular school hours. Staff Responsible for Monitoring: Teachers, IST, Paras, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress			
Strategy 7 Details	Reviews			
Strategy 7: Conduct weekly PLCs focused on improving student mastery of 3rd-grade reading TEKS. Teams will analyze common assessment data, identify misconceptions, and plan targeted instruction to support conceptual understanding and problem-solving skills. Strategy's Expected Result/Impact: Students will show measurable growth in reading proficiency, reflected in increased scores on grade-level TEKS, as shown in iReady reports. Staff Responsible for Monitoring: Teachers, Coach, Administrator	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 8 Details	Reviews			
Strategy 8: Build teacher expertise in disaggregating data and progress monitoring data by establishing grade-level professional learning communities (PLCs) where teachers can collaboratively review student progress, contributing to stronger instructional practices and improved teacher retention. Teacher leaders will participate in quarterly strategic planning to support and mentor their peers, enriching early numeracy and mathematical skills, including counting skills, shape discrimination, operations, and number identification. Strategy's Expected Result/Impact: Collaborative data review in PLCs strengthens instructional practices. Teachers build expertise in disaggregating data and progress monitoring data. Instruction becomes more targeted and responsive to student needs. Early numeracy and math skills are enriched (e.g., counting, shape discrimination, operations, number identification). Teacher leaders support peers through quarterly strategic planning and mentoring. Professional learning communities foster collaboration and reduce teacher isolation. Leadership opportunities improve teacher retention and job satisfaction. Students benefit from improved foundational math skills and early interventions. Staff Responsible for Monitoring: Administrators, coach, district support	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 9 Details	Reviews			
Strategy 9: Conduct bi-weekly walkthroughs in 3rd grade RLA classrooms focused on evidence of STAAR-aligned reading comprehension instruction and student use of text-based evidence during discussions. Strategy's Expected Result/Impact: Strengthened comprehension practices and text evidence usage will support growth from 36% to 50% of students achieving "Meets Grade Level" on the 3rd-grade Reading STAAR. Staff Responsible for Monitoring: Administrators, coach.	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In Reading STAAR administration, our campus performed below the District: 3rd grade Campus at Approaches Performance level of 72% is lower than the district at 73% 3rd grade Campus at Meets Performance level of 36% is lower than the district at 47% 3rd grade Campus at Masters Performance level of 15% is lower than the district at 23% Root Cause: New teachers to the Grade level. Students needing more vocabulary development Instructional resources need more academic rigor Problem Statement 3: In Science STAAR administration, our campus performed lower than the district: 5th grade Campus at Approaches Performance of 49% is lower than the district at 60% 5th grade Campus at Meets Performance of 12% is lower than the district at 26% 5th grade Campus at Masters Performance of 1% is lower than the district at 10% Root Cause: Not enough time to teach students in small-group instruction Instruction not paired with STAAR rigor in Science Inconsistent Hands-on experiences Lack of background knowledge and vocabulary Problem Statement 4: Grades 1 and 2 did not meet their expected EOY student growth performance on Reading or Math MAP. Root Cause: New teacher in 1st Gen. Ed. Lack of rigor in Math instruction in lower grade -levels Student behavior interfering with student performance Some students were not on a favorable placement that would support their needs.

Goal 5: By the end of the 2025-2026 academic year, increase school-wide student attendance from 95.73% to 97.73%.

Performance Objective 1: Attendance

High Priority

Evaluation Data Sources: Monthly Attendance Report

Number of students receiving early intervention services for attendance

Strategy 1 Details	Reviews			
Strategy 1: Consolidate the Perfect Attendance Program to incentivize student attendance, including continued parent communications and reinforcement of the importance of attendance. Strategy's Expected Result/Impact: Increase students attendance Staff Responsible for Monitoring: Teachers, Administrators, Office staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in staff development and utilize a school-wide discipline system and Positive Behavior Intervention Strategies (PBIS), to ensure a welcoming, positive and respectful school environment. Strategy's Expected Result/Impact: Decrease numbers of office referrals across grade levels, specially African American students. Review 360 reports PD agenda Sign in sheets Staff Responsible for Monitoring: Administrators, counselor Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Planning and implementation of Incentive programs like: 1. Honor roll awards, "most improved" recognition each grading cycle 2. Classroom-based reward systems (points, house system, extra recess) Strategy's Expected Result/Impact: Positive Behavior Reinforcement Academic growth Student motivation Classroom and School culture Staff Responsible for Monitoring: PBIS team, Administrators.	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Grades 1 and 2 did not meet their expected EOY student growth performance on Reading or Math MAP. Root Cause: New teacher in 1st Gen. Ed. Lack of rigor in Math instruction in lower grade -levels Student behavior interfering with student performance Some students were not on a favorable placement that would support their needs.

Goal 6: By the end of the 2025-2026 school year, 80% of parents will report feeling confident in supporting their child's learning at home, based on the annual parent survey.

Performance Objective 1: Climate and Culture

High Priority

Evaluation Data Sources: Annual parent survey results (confidence in supporting learning & overall satisfaction
Attendance records for parent training sessions
Feedback forms from parent events and workshops
Distribution records of newsletters and learning tools

Strategy 1 Details	Reviews			
Strategy 1: Routh Roach will host 7 parent and family engagement activities/events: Meet the teacher night, Play 60 Night, Literacy Night, Multicultural Night, Buddy Day, College & Career day, STAAR & TELPAS workshops. Strategy's Expected Result/Impact: Increase parental involvement in student's academics. Promote cultural awareness and showcase student's culture. Increase parental involvement by promoting family literacy so parents are better prepared to help students and support education at home Sign-in sheets, parent survey Staff Responsible for Monitoring: Specials team, Teachers and Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Literacy Night SUPPLIES - 6300 Parent Involvement. Supplies T1 - \$2,323, Literacy Night Professional Supplemental Pay - 6100 Parent Inv. Payroll T1 - \$725	Formative			Summative
	Nov	Feb	Apr	June
	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost Strategy's Expected Result/Impact: Promote parent involvement in the development of the PFE policy. Invitation, sign-in sheet Staff Responsible for Monitoring: Administrators, teachers. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished			
Strategy 3 Details	Reviews			
Strategy 3: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost. (Elementary only: Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences). Strategy's Expected Result/Impact: Increase parental participation in the development of a school -parent-compact. Invitation, sign-in sheet. Staff Responsible for Monitoring: Administrators, teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished			
Strategy 4 Details	Reviews			
Strategy 4: Kindergarten round up will be conducted to support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness. Strategy's Expected Result/Impact: Students transition to kindergarten will be successful Staff Responsible for Monitoring: Teachers, administrators, counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished			

Strategy 5 Details		Reviews			
Strategy 5: Teachers and counselor will support the transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness Strategy's Expected Result/Impact: Readiness to transition to middle school for all our Routh Roach students. Staff Responsible for Monitoring: Counselor, teachers, administrators. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Feb	Apr	June
		 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 7: By the end of the school year, 80% of Pre-K students will demonstrate growth in pre-literacy skills, specifically in phonological awareness and vocabulary, and in Math skills, as measured by Circle Assessment, with at least 70% meeting or exceeding grade-level expectations.

Performance Objective 1: Foundations

High Priority

Evaluation Data Sources: Circle

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement guided math and inquiry-based strategies during mini-lessons, whole and small group instruction, and stations, to increase student learning of mathematical concepts. Strategy's Expected Result/Impact: Increased Student Mastery of Math Concepts: Differentiated small group instruction and inquiry-based mini-lessons will provide targeted support and deeper exploration of math concepts, leading to improved student understanding and performance. Closing of Learning Gaps: Personalized instruction based on student readiness and need will help address skill gaps, especially for struggling learners, accelerating progress toward grade-level expectations Staff Responsible for Monitoring: Teachers, Coaches, Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement guided phonological awareness and develop vocabulary during whole and small-group instruction to support and increase students' early literacy skills, so that by January (MOY), at least 50% of students who scored below expectations in Phonological Awareness and Vocabulary and math skills on the BOY CIRCLE assessment will show progress to "Emerging" or "On Track", as evidenced by CIRCLE Progress Monitoring scores. Strategy's Expected Result/Impact: Increase phonological awareness and early literacy skills. Closing of Learning Gaps: Personalized instruction based on student readiness and need will help address skill gaps, especially for struggling learners, accelerating progress toward grade-level expectations Staff Responsible for Monitoring: Teachers, Coaches, Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: Facilitate weekly PLC meetings for PreK teachers to collaboratively plan instruction aligned to the Texas Prekindergarten Guidelines. PLCs will focus on foundational domains such as language and communication, early literacy, numeracy, and social-emotional development. Teams will use observational data and formative tools to guide instructional decisions and support whole-child development. Strategy's Expected Result/Impact: Students will show measurable growth in math proficiency, reflected in increased scores on grade-level TEKS, as shown in iReady reports. Staff Responsible for Monitoring: Teachers, Coach, Administrator		Formative			Summative
		Nov	Feb	Apr	June
		 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 8: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 12% to 40% in 2025-2026.

Performance Objective 1: Foundations

High Priority

Evaluation Data Sources: DOLs, CBAs, Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Teachers will focus on science vocabulary by providing a print-rich environment through anchor charts, word walls, tri-fold presentation boards, note-taking, etc. Strategy's Expected Result/Impact: Students will be exposed to science vocabulary that will increase science background knowledge. Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use researched-based curriculum strategies, STAAR practice workbooks, and higher-level thinking skills/extension materials, including software. Strategy's Expected Result/Impact: Increase meets Science level performance. Science CBAs performance. Staff Responsible for Monitoring: Teachers and Administrators. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: IXL Learning - 6300 Supplies and Materials- Title I Funds - \$2,650	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement small group instruction to target and support individual needs during Science instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning days). Strategy's Expected Result/Impact: STAAR Science Performance Science CBAs Staff Responsible for Monitoring: Teachers, ST, and administrators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Substitute Payroll - 6100 Payroll- Title I Funds - \$1,366	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Teachers will provide hands-on opportunities to increase student demonstration of scientific concepts and to provide enrichment opportunities for all students. Teachers and support staff will collaborate about data, expectations, and student progress in order to provide individual and small group instruction, intervention, and enrichment for all students. Strategy's Expected Result/Impact: Science CBAs STAAR Science Performance Staff Responsible for Monitoring: Teachers, ST, Administrators	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Facilitate weekly PLC meetings for 5th grade science teachers to collaboratively plan instruction aligned to the science TEKS. PLCs will focus on inquiry-based learning, vocabulary development, and hands-on investigations. Teams will analyze student performance data, identify misconceptions, and design lessons that promote scientific thinking and application. Strategy's Expected Result/Impact: Students will demonstrate increased mastery of science concepts and processes, as evidenced by improved performance on campus benchmarks, district assessments, and STAAR Science results. Staff Responsible for Monitoring: Teachers, Coach, Administrators	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			

Strategy 6 Details	Reviews			
Strategy 6: Build teacher expertise in disaggregating data and progress monitoring data by establishing grade-level professional learning communities (PLCs) where teachers can collaboratively review student progress, contributing to stronger instructional practices and improved teacher retention. Teacher leaders will participate in quarterly strategic planning to support and mentor their peers, enriching early numeracy and mathematical skills, including counting skills, shape discrimination, operations, and number identification. Strategy's Expected Result/Impact: Collaborative data review in PLCs strengthens instructional practices. Teachers build expertise in disaggregating data and progress monitoring data. Instruction becomes more targeted and responsive to student needs. Early numeracy and math skills are enriched (e.g., counting, shape discrimination, operations, number identification). Teacher leaders support peers through quarterly strategic planning and mentoring. Professional learning communities foster collaboration and reduce teacher isolation. Leadership opportunities improve teacher retention and job satisfaction. Students benefit from improved foundational math skills and early interventions. Staff Responsible for Monitoring: Administrators, coach, district support	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: In Science STAAR administration, our campus performed lower than the district: 5th grade Campus at Approaches Performance of 49% is lower than the district at 60% 5th grade Campus at Meets Performance of 12% is lower than the district at 26% 5th grade Campus at Masters Performance of 1% is lower than the district at 10% Root Cause: Not enough time to teach students in small-group instruction Instruction not paired with STAAR rigor in Science Inconsistent Hands-on experiences Lack of background knowledge and vocabulary

Goal 9: Increase the percentage of Emergent Bilingual students who achieve Meets Grade Level on STAAR to 43% in 2026.

Performance Objective 1: Foundations

High Priority

Evaluation Data Sources: 2026 TELPAS Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement ELPS 1 & ELPS 2 and all components of the Dual Language One-Way model in order to ensure the English language development for all of the EB students. Strategy's Expected Result/Impact: 43% of EB students will show 1 year growth as measured by TELPAS scores. CWTs Lesson plans Staff Responsible for Monitoring: Teachers, Coach, and Administrator.	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement CBLI & sheltered instruction strategies in their classrooms (The 7 Steps to a Language-Rich Interactive Classroom). Strategy's Expected Result/Impact: 43 % of EB students will show 1 year growth as measured by TELPAS scores. CWT Staff Responsible for Monitoring: Teachers, Coache, Administrator	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Administrators and teachers will receive training and will ensure that each EB student is provided with linguistic and instructional accommodations as determined by the LPAC (Language Proficiency Assessment Committee). Strategy's Expected Result/Impact: EB students Meets Grade Level performance will increase in CBAs Staff Responsible for Monitoring: Teachers, LPAC Administrator	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maritza Martinez	Title 1 Support Teacher	Title 1	37.5 daily

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Substitute Payroll		\$2,133.00
4	1	1	Substitute Payroll		\$1,931.00
8	1	3	Substitute Payroll		\$1,366.00
Sub-Total					\$5,430.00
Budgeted Fund Source Amount					\$5,430.00
+/- Difference					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Literacy Night Professional Supplemental Pay		\$725.00
Sub-Total					\$725.00
Budgeted Fund Source Amount					\$725.00
+/- Difference					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Achieve 3000		\$7,000.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$7,000.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Mice and Computer Stands		\$277.00
4	1	2	Achieve 3000		\$8,319.00
4	1	4	Precision Business Machines 600 Poster Pak		\$2,284.00
8	1	2	IXL Learning		\$2,650.00
Sub-Total					\$13,530.00
Budgeted Fund Source Amount					\$13,530.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Literacy Night SUPPLIES		\$2,323.00
Sub-Total					\$2,323.00
Budgeted Fund Source Amount					\$2,323.00
+/- Difference					\$0.00
Grand Total Budgeted					\$29,008.00
Grand Total Spent					\$29,008.00
+/- Difference					\$0.00