

Garland Independent School District



B.H. Freeman at Golden Meadows Elementary School

Accountability Rating: A

2025-2026 Campus Improvement Plan

Board Approval Date:
October 28, 2025

Mission Statement

At Freeman at Golden Meadows, we strive to provide high quality instruction that not only promotes personal growth and academic excellence but also cultivates a safe, respectful, and supportive community. We are committed to building meaningful relationships with EVERY student, preparing them to thrive in the future.

Vision

At Freeman at Golden Meadows, we strive to provide high quality instruction that not only promotes personal growth and academic excellence but also cultivates a safe, respectful, and supportive community. We are committed to building meaningful relationships with EVERY student, preparing them to thrive in the future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

https://docs.google.com/document/d/1caxOtoB-4--z-drddmxDxM97-_wA6trOLcCBmh5n-vc/edit?usp=sharing

Demographics

Summary

Freeman at Golden Meadows Elementary

Freeman at Golden Meadows Elementary is a proudly diverse neighborhood school located in Garland ISD. Originally established in **1949**, Freeman Elementary has deep roots in the community. In **2024**, Freeman consolidated with Golden Meadows Elementary due to a rebuild and is currently operating on the Golden Meadows campus while awaiting completion of the new Freeman building. Although we are a neighborhood school, we now operate under **open enrollment**, serving families from across the district.

We currently serve **643 students from Pre-K through 5th grade**. The student population is predominantly **Hispanic or Latino (80.72%)**, followed by **Black/African American (9.33%)**, **White (5.75%)**, **Asian (2.80%)**, and smaller percentages of **American Indian, Pacific Islander**, and **multi-racial** students. These figures show consistency with prior years, though there has been a slight decrease in the Hispanic population and a rise in the Asian demographic—reflecting a slow but meaningful demographic shift.

Meeting Student Needs Through Aligned Programs

Freeman at Golden Meadows ensures that **academic and social programs align with the diverse needs** of its student population. We are a **Title I campus** with **91.76% of students identified as economically disadvantaged** and **69.21% as English learners (ELs)**. All teachers are **ESL-trained or Bilingual-certified**, and our school offers **One-Way Dual Language** education from PK through 5th grade.

We also support:

- **Gifted/Talented instruction (0.47%)**
- **Special Education (17.26%)**
- **Section 504**
- **Career and Technical Education (CTE) exposure**
- **At-Risk intervention programs (78.38%)**
- **Services for homeless, military-connected, and foster care students**
- **Social-emotional learning (SEL) support for all students**

These services reflect our commitment to our vision: *"To provide high-quality instruction that promotes personal growth, academic excellence, and a respectful, supportive community."*

School Environment: Discipline, Attendance & ClimateBehavior & Discipline

Student behavior incidents peaked in **October 2024**, accounting for **25% of the year's total incidents**. In total:

- **40 Review360 incidents** were recorded, with **6 leading to full-day In-School Suspension**.
- **251 minor behavior incidents** were logged in Branching Minds.
- **No out-of-school suspensions or expulsions** occurred.

Most common issues include **physical confrontations, class disruptions, rule defiance**, and peer aggravation. The campus is implementing climate and culture initiatives, particularly to support students and staff during the **school consolidation** transition.

Disproportionality in Discipline

The majority of behavior incidents involved:

- **Caucasian students: 50%**
- **African American students: 47%**

These two groups represent **97% of all major behavior incidents**, indicating a clear need for **equity-focused behavior support, restorative discipline, and culturally responsive interventions**.

Attendance & Student Engagement

- **2024–2025 attendance rate: 94.8%**
- **Average Daily Attendance (ADA): 96.4%**
- **Chronic absenteeism: 12.39%**

While attendance has improved from previous years (ranging between 92.4–94.5%), it remains **below the district expectation**. Strategies in place include:

- Parent outreach and communication
- Attendance contests by week, month, and grading period
- Tracking via **RAAWEE** and **Skyward**

Student-level data shows that **certain student groups continue to struggle** with chronic absenteeism and tardiness, requiring continued intervention.

Understanding Our Students: Academic & Social Needs

Our student population faces unique challenges, including **language barriers, economic hardship, and high mobility**. Many families are working multiple jobs, so **students require additional academic and emotional support**, such as:

- **Tier 2 and Tier 3 small-group instruction** in math and reading
- **After-school tutoring and intervention**
- Access to **basic needs** (clothing, food, shelter)
- **Consistent routines and structure**
- Wraparound support from caring staff

Only **57% of students** reported, via Panorama, that they feel they can **control their academic success**, highlighting the need for programs that **build confidence, agency, and growth mindset**.

Who We Are: Staff Profile

Freeman at Golden Meadows employs **30–49 staff members**, primarily **female (88–95%)** and predominantly **Hispanic (47.6–48.1%)**, with additional representation from White, African American, and Asian educators.

Experience & Certification

- **All teachers are ESL certified**
- **Majority hold bachelor's degrees (76–78%)**, with some holding master's (18–24%)
- **Staff experience levels are balanced**, with over **25% having more than 10 years of experience**

Leadership staff have **2–3 years of administrative experience**, and staff are provided with:

- **Weekly PLC time**
- **Vertical alignment PD**
- **Grading cycle planning days**
- **Instructional coaching and planning support**

Family & Community Engagement

Freeman at Golden Meadows is **deeply supported by its families**, with:

- **91% of families reporting feeling welcomed** (Spring Panorama Survey)
- **100% of teachers connected to 90%+ of parents via ClassDojo**

Engagement is fostered through:

- Parent-teacher conferences
- PTA and multicultural events
- Coffee with the counselors
- Testing & curriculum nights

Barriers to Engagement

- Limited capacity due to consolidation
- Communication gaps from office staff turnover
- Flyers and event info not always sent in a timely manner

Despite these barriers, families remain **invested and active** in their children's success.

In Summary: A School of Resilience and Growth

Freeman at Golden Meadows is a **resilient, community-centered campus** where students are supported by **dedicated staff, engaged families, and equity-focused programming**. Though facing challenges—such as chronic absenteeism and discipline disproportionality—the school is actively implementing **strategic supports** to create a safe, inclusive, and academically rigorous environment.

We are proud of our history, energized by our present, and focused on **building a strong future—for every student, every day**.

Strengths

Our School Story: Demographic Strengths & Community Identity

Freeman at Golden Meadows is a vibrant, diverse learning community deeply rooted in Hispanic culture, with 72.6% of our student population identifying as Hispanic. We proudly serve a linguistically rich student body, with 69% of students identified as Limited English Proficient (LEP) and 52% participating in the bilingual program. This cultural and linguistic diversity is one of our greatest strengths, enriching the school environment and creating daily opportunities for cross-cultural learning.

Our school also supports a high number of economically disadvantaged students (92%), and we ensure equitable access to learning through free breakfast and lunch programs, three bus routes, and wraparound support for families. Despite the challenges many of our students face—such as 78% being considered At-Risk—our dedicated teachers work tirelessly to support the whole child academically, socially, and emotionally.

We are proud of our strong parent partnerships. As a neighborhood school in an open-enrollment district, Freeman benefits from a close-knit community where parents are highly engaged and actively support both classroom learning and school-wide initiatives.

While student attendance presents ongoing challenges—with 263 warning letters and 239 attendance contracts issued—we have

implemented proactive strategies such as grading period, monthly, and weekly attendance contests to encourage improvement. Notably, our commitment to restorative practices and family engagement has resulted in **zero** court referrals for truancy.

Freeman at Golden Meadows tells a story of resilience, cultural pride, and a shared commitment to student success. We are not just preparing students for academic achievement—we are building a future where every child thrives.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	67.3% % of the office referrals come from 5th grade.	Not enough or adequit consequences. Less SEL/ relationship building in upper grade vs. primary grades.
2★	Although the school's attendance rate for 2024-2025 (94.8%) shows improvement from prior years (92.4-94.5%). Chronic absenteeism remains high at 12.39%, with specific student groups disproportionately impacted. Persistent absenteeism and tardiness among hese groups hinder overall progress, indicating that current interventions are not fully addressing the underlying causes of attendance challenges.	Tardiness Patterns: A portion of absenteeism data is linked to recurring tardiness,

★ = Priority

Student Learning

Summary

[CNA Planning tool](#)

Academic Performance Summary: MAP & STAAR Growth and TrendsOverall Growth

- All grades except 1st grade exceeded their projected growth in Math and Reading MAP assessments.
- 4th grade did not meet expected growth in Science.

Math Performance

- 3rd Grade Math:
 - Approaches increased from 79% (2022) to 81% (2023).
 - Outperformed the district by 6% and the state by 8%.
- 5th Grade Math:
 - Approaches increased from 71% (2022) to 74% (2023).
 - Meets performance grew from 46% to 51%, placing the campus 1 percentage point below district but on par with the state.
- Masters performance decreased across all grades from 2022 to 2023 but showed an upward trend in 2024 MAP data.

Reading Performance

- 3rd Grade Reading:
 - Positive gains across all performance bands and subpopulations from 2022 to 2023.
- 4th Grade Reading:
 - Most subpopulations experienced a decrease across performance bands from 2022 to 2023.
- 5th Grade Reading:
 - Significant decreases noted in nearly all performance bands for all subpopulations from 2022 to 2023.

Subpopulation Trends in Math

- 3rd Grade:
 - Meets and Masters performance decreased across all subpopulations from 2022 to 2023.
- 4th Grade:
 - African American students showed notably low achievement in 2023.
 - Other subpopulations showed some growth.
- 5th Grade:
 - Masters performance declined overall from 2022 to 2023.
 - Other performance bands improved for most subpopulations.

Science Performance

- **4th Grade:**
 - Did not meet projected growth.
- **5th Grade:**
 - Overall achievement decreased across all subpopulations from 2022 to 2023.

Key Takeaways

- Despite some declines in **Masters-level performance** and specific areas like **4th-grade Science** and **5th-grade Reading**, the school continues to make **progress in foundational skills**, especially in **Math** at the 3rd and 5th-grade levels.
- **Targeted support is needed** to address:
 - Declining performance in **Reading for upper elementary grades**,
 - Low achievement among **African American students in 4th-grade Math**,
 - and **Science performance** at 4th and 5th grades.
- Encouragingly, **2024 MAP data indicates early signs of recovery** in Master-level performance, signaling that interventions and instructional adjustments may be effective.
- **STAAR DATA:**

District Name: GARLAND ISD
District ID: 057909

Tools

lead4ward 2025 Accountability Ratings Calculation - District Rollup

Calculated on July 19th, 2025 at 6:07PM

OnDataSuite and lead4ward have partnered this year to introduce the new Accountability Ratings Calculation – District Rollup report, which replaces the previous District Summary. This enhanced report is available to all users, regardless of whether they are lead4ward partners. In addition, partners have access to other valuable reports, including the [STAAR Academic Growth](#) and [STAAR Performance](#) reports—powerful tools designed to support districts in analyzing and understanding their accountability data.

					Domain I				Domain II-A				Domain II-B				Domain III				Overall
Campus	AEA	%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
(057909123) B H Freeman At Golden Meadows EL	N	91.7	284	642	284	0.7	72	0.504	284	0.7	95	0.665	284	0.7	81	0.567	284	0.7	91	0.637	94

STAAR Performance Summary by Subject and Student GroupAll Subjects Combined

Performance Level	% All Students	African American	Hispanic	White	Asian	Special Ed (Current)	Economically Disadvantaged
Approaches GL	71%	67%	72%	63%	85%	39%	70%
Meets GL	45%	43%	45%	44%	85%	23%	45%
Masters GL	17%	3%	17%	26%	23%	5%	18%

- **Note:** Special Ed students show significantly lower achievement at all levels.
- Asian students perform well above average.
- White students have higher Mastery rates compared to African American and Hispanic students.

Reading

Performance Level	% All Students	African American	Hispanic	White	Asian	Special Ed (Current)	Economically Disadvantaged
Approaches GL	70%	69%	71%	58%	80%	37%	69%
Meets GL	42%	54%	42%	33%	80%	19%	42%
Masters GL	19%	8%	20%	17%	20%	3%	20%

- African American students have a surprisingly higher Meets percentage compared to other groups.
- Special Ed students lag significantly in Reading.

- Asian students perform well above other groups.

Mathematics

Performance Level	% All Students	African American	Hispanic	White	Asian	Special Ed (Current)	Economically Disadvantaged
Approaches GL	75%	77%	75%	67%	100%	44%	74%
Meets GL	53%	38%	52%	58%	100%	27%	51%
Masters GL	18%	0%	18%	42%	20%	8%	18%

- African American students have strong Approaches rates but low Meets and zero Masters.
- Asian students scored 100% at Approaches and Meets.
- White students lead in Masters performance.

Science

Performance Level	% All Students	African American	Hispanic	White	Asian	Special Ed (Current)	Economically Disadvantaged
Approaches GL	66%	25%	68%	67%	67%	30%	66%
Meets GL	33%	25%	33%	33%	67%	26%	34%
Masters GL	10%	0%	10%	0%	33%	4%	13%

- African American students show notably low performance in Science.
- Asian students excel with high Meets and Masters percentages.
- Special Ed students continue to show low achievement.

Key Insights

- **Special Education students** consistently score lower across all subjects and performance levels, highlighting the need for targeted interventions.
- **Asian students** demonstrate strong performance across all subjects, often leading in Meets and Masters categories.
- **African American students** generally score lower in Meets and Masters levels, especially in Math Masters (0%) and Science.
- **White students** tend to perform well in Masters categories in Math and All Subjects.
- The **economically disadvantaged group** has moderate performance but lower at Meets and Masters levels, especially in Science.
- The data shows the importance of differentiated support to close gaps for African American and Special Ed students, especially in higher achievement levels.

Strengths

- Students showed growth overall in Math and reading
- Grades 3-5 have increased the approaches percentage from 2022 to 2023 by 3%
- Kinder and 2-5 grade exceeded projected growth in math and reading map.
- 3rd and 5th grade approaches percentile increased from 2022 to 2023.
- **Student Achievement Highlights**
 - **Overall Growth in Math and Reading:** Students across all grade levels demonstrated measurable growth in both math and reading, reflecting the effectiveness of targeted instruction and intervention strategies.
 - **Improvement in STAAR Performance (Grades 3–5):** The percentage of students in Grades 3–5 achieving the *Approaches Grade Level* standard on the STAAR increased by **3% from 2022 to 2023**, indicating a positive trend in academic achievement.

- **MAP Growth Exceeded Projections:** Students in Kindergarten and Grades 2–5 exceeded projected growth targets in both math and reading on the MAP assessment, showcasing strong academic gains and successful differentiation.
- **Notable Gains in 3rd and 5th Grades:** Both 3rd and 5th grade students increased their *Approaches* percentile performance on STAAR from 2022 to 2023, signaling meaningful academic progress at key transition grades.

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement	21	32	65.6	30.0	19.7
Growth or Graduation: Chosen Component (Academic Growth Status)	21	24	87.5	50.0	43.8
English Language Proficiency	3	4	75.0	10.0	7.5
School Quality or Student Success: Chosen Component (STAAR Component Only)	10	16	62.5	10.0	6.3
Closing the Gaps Domain Raw Score					77
Closing the Gaps Domain Scale Score					91
Closing the Gaps Domain Letter Score					A
Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard					

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Only 25% of the students are on meets grade level in math and reading.	Lack of diferentiated small group instructions and programs that have personalized pathways to meet the needs of the students
2 ★ gaps in phonemic awareness, decoding, and comprehension, as well as limited exposure to academic language.	Many early grade students--especially English Learners (ELs) and language-delayed learners--lack sufficient exposure to structured, language-rich, and developmentally appropriate instruction that integrates both early literacy skills and academic language development.

★ = Priority

School Processes & Programs

Summary

[CNA Planning TOOLS](#)

We have several programs that are operating at our school that aligns our shared vision. We have Robotics, Honors Choir, Saturday school, before and after school tutoring, safety patrol. Our programs have high expectations, however we need more enrichment programs to be offered for the students. We have AVID, however it needs to be revamped and implemented all around. We have parent university, Math and science night, literacy night.

We have intervention, several tutors that came in for support. We support the students curriculum needs towards creating well-rounded curriculum by providing Saturday school and extended tutoring. Through this method, the students become bored and complacent because they are getting the same learning methods as they do through the week. We need various ways to implement learning strategies as well as integrating art, music, PE within subject areas in order to make it meaningful and well-rounded.

Each student has access to a chromebook or ipad. Within these devices there are several applications that supports blended learning.

We use TEKS to teach a year-long scope and sequence for students. All of the teachers except specials teachers were able to receive compensation for attending a weekly meeting for help

The PBIS team needs to work towards rectifying which procedures should be emphasized to reduce poor behavior. CHAMPS is the foundation that was focused on for our management system and it worked very well and helping to create consistency

iReady, MyOn, and STMath challenges encourage students to participate in their own learning. Setting goals with students encourages them to do their best on assessments. Tutoring is held twice a week to help struggling students. PBIS program and SEL lessons help students focus on personal responsibilities and behavior.

Instructional coaches attend many trainings on having productive conversations with teachers regarding how to improve student achievement throughout the year. Teachers are also given the opportunity to lead different committees and activities on campus and across campuses.

Strengths

Campus Culture & Collaboration Highlights

- **Strong Staff Collaboration:** Staff members work cohesively as a team, demonstrating consistent collaboration, mutual support, and a shared commitment to student success.
- **Effective Communication with Families:** Teachers maintain open and ongoing communication with parents through ClassDojo, fostering transparency and strong school-home partnerships.
- **Welcoming Environment for Families:** Parents report feeling welcomed and valued on campus, contributing to a positive and inclusive school climate.
- **Purposeful PLCs:** Regular Professional Learning Communities (PLCs) provide structured time for teachers to define student success, analyze data, and identify instructional gaps, leading to more targeted support for student learning.
- **Teacher Leadership Opportunities:** Teachers are empowered to take on leadership roles by leading committees, organizing activities, and collaborating across campuses—fostering professional growth and shared ownership of school initiatives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ 67.3% of all of the office referrals were from 5th grade.	Lack of consistency of Champs and PBIS and differentiated small group instruction to meet students needs and 5th grade teacher resign before the end of the year.

★ = Priority

Perceptions

Summary

[CNA Planning tool](#)

Student Attendance Analysis

The overall student attendance rate for the 2024–2025 school year was **94.8%**, falling **3% below** the district's expected benchmark. Attendance patterns varied across race/ethnicity groups. The **Asian student population** had the **lowest attendance rate at 92.4%**, while the **Hispanic student population** had the highest at **95%**, which is consistent with previous years. Further analysis across the seven federally reported student groups (e.g., LEP, SPED, At-Risk, Economically Disadvantaged) is recommended to target support where needed.

Discipline, Behavior, and Equity

Behavioral data from the 2024–2025 **Branching Minds Incident Reports** revealed a significant racial disparity in disciplinary patterns:

- **Caucasian students** accounted for **50%** of reported behavior incidents.
- **African American students** accounted for **47%**.
- Together, these two groups represented **97% of all incidents**, despite not representing the same proportion of the total student body.

This disproportionality indicates a need to re-evaluate behavior support systems, including implicit bias training, culturally responsive practices, and expanded use of restorative discipline. No DAEP placement data was provided, but inclusion of that will be essential in further examining equity.

Student Voice & Experience

According to the Spring Panorama Survey, only **57% of students** expressed confidence in their ability to change key factors affecting their school performance. This suggests that while some students feel empowered, a substantial percentage may struggle with self-efficacy, goal-setting, or motivation. These findings highlight the need to strengthen social-emotional learning (SEL) programs, mentorship opportunities, and student voice initiatives.

There is no available dropout or graduation data, as Freeman at Golden Meadows is not a secondary campus.

Staff Engagement & Campus Climate

Staff culture at Freeman is a notable strength:

- **88.9%** of staff report pride in being part of the campus community.
- **88.6%** of staff say there is a strong sense of collaboration.
- **91.4%** strongly agree that campus leaders are supportive, approachable, and create a positive environment.

Staff are provided with comprehensive support, including:

- **Vertical alignment PD by subject**
- **Whole-day planning each grading cycle**
- **Weekly grade-level planning with instructional support staff**
- **Weekly PLCs for alignment and needs assessment**

However, the **AESOP report** indicates that staff absences totaled **498 days** during the 187-day school year—averaging nearly **3 staff absences per day**. This points to a potential need for wellness initiatives, retention strategies, or substitute coverage improvements.

Family and Community Engagement

Family engagement is a point of pride:

- **91% of parents** feel welcome at school (Panorama Survey, Spring 2024).
- All teachers have at least **90% of families connected** on ClassDojo for regular communication.

Participation is measured through:

- Parent-teacher conferences
- PTA and multicultural events
- Family engagement nights
- Coffee with Counselors
- Testing and curriculum meetings

Barriers to participation include limited campus capacity following a recent school merger and inconsistent communication practices due to changes in front office staff. Improvements in proactive event communication (e.g., sending flyers earlier) are already being addressed.

Parents learn about their child’s learning expectations through **parent conferences, progress reports, and Skyward Family Access**.

Conclusion

Freeman at Golden Meadows demonstrates key strengths in collaboration, family engagement, and leadership support. To build on this foundation, the following **areas for continued focus** are recommended:

1. **Improve attendance** through targeted supports for student groups with lower attendance rates (especially Asian and At-Risk students).
2. **Address discipline disproportionality** through equity-driven behavior practices.
3. **Increase student agency and academic confidence** through SEL and student goal-setting programs.
4. **Support staff wellness and reduce absences** through retention and wellness strategies.
5. **Strengthen communication systems** to reduce barriers for family participation.

Strengths

Perceptions Strengths

- **Consistently Strong Attendance:** The campus has maintained a stable attendance rate of approximately **95% over the past two academic years**, reflecting student engagement and a supportive school environment.
- **Positive School Climate:** According to the 2023 Panorama Survey and teacher reflection data, staff describe the school as a **positive, welcoming environment**, characterized by strong relationships among teachers, parents, and administrators.
- **High Family Engagement:** The 2023–2024 Family Engagement Panorama Survey revealed that **88% of families reported facing no barriers** to interacting with or being involved in their child’s education, demonstrating a strong culture of accessibility and inclusion.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ 70% of parents don't feel informed about the curriculum and state testing standards.	Complexity of information, the curriculum and state testing standards might be presented in a way that is too complex or technical for all parents to easily understand.
2 According to the Panorama survey 65 percent of teachers expresses concern for staff well-being.	The root cause of low well-being is teachers being worked to the point of exhaustion, underpaid and unappreciated by higher administration. Money is being spent on frivolous items (convocation) and not enough on filling open positions (in SPED paticularly). This year has also been exceptionally stressful due to the consolidation.

★ = Priority



Priority Problem Statements

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ 67.3% % of the office referrals come from 5th grade.	Not enough or adequit consequences. Less SEL/ relationship building in upper grade vs. primary grades.
2 ★ Although the school's attendance rate for 2024-2025 (94.8%) shows improvement from prior years (92.4-94.5%). Chronic absenteeism remains high at 12.39%, with specific student groups disproportionately impacted. Persistent absenteeism and tardiness among hese groups hinder overall progress, indicating that current interventions are not fully addressing the underlying causes of attendance challenges.	Tardiness Patterns: A portion of absenteeism data is linked to recurring tardiness,

★ = Priority

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Only 25% of the students are on meets grade level in math and reading.	Lack of diferentiated small group instructions and programs that have personalized pathways to meet the needs of the students
2 ★ gaps in phonemic awareness, decoding, and comprehension, as well as limited exposure to academic language.	Many early grade students--especially English Learners (ELs) and language-delayed learners--lack sufficient exposure to structured, language-rich, and developmentally appropriate instruction that integrates both early literacy skills and academic language development.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ 67.3% of all of the office referrals were from 5th grade.	Lack of consistency of Champs and PBIS and differentiated small group instruction to meet students needs and 5th grade teacher resign before the end of the year.

★ = Priority

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ 70% of parents don't feel informed about the curriculum and state testing standards.	Complexity of information, the curriculum and state testing standards might be presented in a way that is too complex or technical for all parents to easily understand.

★ = Priority



Goals

Goal 1

Increase the percentage of ALL 1st Graders achieving "On Grade Level" on EOY i-Ready Math Diagnostic from 1% on the 2025-2026 BOY to 60% by the end of school year 2025-2026.

Performance Objective 1 High Priority

Foundations

Evaluation Data Source: Admin, ELSt and Teachers

Strategy 1

1st Grade -5th Grade teachers will utilize software (i-Ready and ST Math)and/or web-based programs to monitor student progress and differentiate instruction in math Observe through walkthrough data, and PLC discussions and meets 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 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: Admin, ELSt and Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November February April June

Strategy 2

Teachers and Instructional coaches will develop differentiated instructional planning calendars to meet the needs of the Students and internalize lessons for in every month to 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 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: Administrators, teachers and ISTs

Problem Statements: Student Learning 1

Funding Sources: Afterschool Planning 6100 Payroll- Title I Funds, \$3,000, Subs 6100 Payroll- Title I Funds, \$30,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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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: Admin, ELSt and Teachers

Problem Statements: Student Learning 1

Funding Sources: 6300 Supplies and Materials- Title I Funds, \$30,000

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Implement the SAIL Program with fidelity to build strong early literacy skills through sheltered instruction strategies, ensuring all students to develop foundational language and reading abilities in a supportive, structured environment.

Strategy's Expected Result/Impact: Stronger phonemic awareness and decoding skills: Systematic instruction in phonics and sound-letter correspondence helps students become more confident and accurate readers.

Improved comprehension: Structured reading routines and modeled strategies help students begin to understand and think about texts critically, even at early levels.

Writing development: Scaffolded writing opportunities build the foundation for independent sentence and paragraph writing

Staff Responsible for Monitoring: k-3 Reading Teachers, Admin, Coaches, district's Sail Team

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 5

2. Monthly Classroom Celebrations Each month, celebrate both class progress and individual effort. Month Focus Celebration Idea August / September Kickoff & BOY baseline "Math Explorers Party" - stickers, pencils, crowns for joining the challenge October Lesson completion goals "Math Monster Treat Day" - small snack party November Effort on i-Ready lessons "Turkey Trot Math Challenge" - math games day December Mid-year growth check "Winter Mathland" - hot cocoa & movie clip January Restart after break "New Year Math Glow Party" - glow sticks & dance break February Lesson mastery "Sweet Success" - Valentine's math card exchange March Growth goal check "Math Madness" - team games & certificates April EOY prep & practice stamina "Spring Math Carnival" - stations with games

Strategy's Expected Result/Impact:

Increased Motivation: Students are more likely to engage with i-Ready and math lessons when they know there are rewards and celebrations tied to their effort.

Growth Mindset Development: By rewarding progress (not just "being good at math"), students learn that practice leads to improvement.

Ownership of Learning: Tracking their own growth helps students take responsibility for meeting goals.

Staff Responsible for Monitoring: Teachers, Admin. Counselors and Instructional Coaches

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

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Strategy 6

Supportive Leadership & Culture Mentorship Programs: Pair new teachers with experienced mentors for their first 2-3 years. Open Communication: Regular check-ins with admin where teachers feel heard and supported. Shared Decision-Making: Involve teachers in curriculum, scheduling, and school initiative Recognition & Appreciation Regular Acknowledgement: Highlight teacher successes in newsletters, staff meetings, and on social media. Teacher Appreciation Events: Beyond Teacher Appreciation Week, celebrate throughout the year with small gestures (breakfast, gift cards, notes from admin/students).

Strategy's Expected Result/Impact: High Quality Teacher Retention

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Only 25% of the students are on meets grade level in math and reading.	Lack of diferentiated small group instructions and programs that have personalized pathways to meet the needs of the students
2 gaps in phonemic awareness, decoding, and comprehension, as well as limited exposure to academic language.	Many early grade students--especially English Learners (ELs) and language-delayed learners--lack sufficient exposure to structured, language-rich, and developmentally appropriate instruction that integrates both early literacy skills and academic language development.

Goal 2

Increase the percentage of ALL 1st Graders achieving "On Grade Level" on from 4% on the BOY i-Ready Reading (Early Literacy) Diagnostic to 50% by the end of school year 2025-2026.

Performance Objective 1 High Priority

Foundations

Evaluation Data Source: Learning iReady Pathways and online learning platforms such as Seesaw, weekly DOLs and Monthly assessments.

Strategy 1

K-5 teachers will be providing differentiated small group instruction to address the academic needs of all At-Risk, African American, White, Asian, SPED, EB and GT students.

Strategy's Expected Result/Impact: Accelerated Growth for At-Risk Students:
Targeted small group instruction will provide timely, skill-specific support, helping close academic gaps among students identified as at-risk.

Equity in Academic Outcomes:
Differentiated instruction tailored to the diverse needs of African American, White, Asian, SPED (Special Education), and GT (Gifted and Talented) students will promote more equitable access to rigorous instruction and support.

Improved Academic Performance Across Subgroups:
Consistent implementation of small group instruction will lead to measurable gains in reading and math proficiency for all student groups.

Increased Student Engagement and Confidence:
Instruction that aligns with individual learning styles and readiness levels will enhance student engagement, motivation, and confidence in their abilities.

Data-Driven Instruction:
Teachers will use formative assessment data to inform groupings and instructional decisions, ensuring that instruction remains responsive to students' evolving needs.

Staff Responsible for Monitoring: Administrators, teachers and ISTs

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2

Teachers and Instructional coaches will develop differentiated instructional planning calendars to meet the needs of the Students and internalize lessons for reading in every month to include rigorous and engaging instruction for all At-Risk, African American, White, Asian, SPED, EB and GT students.

Strategy's Expected Result/Impact: Improved Student Outcomes:

Differentiated instructional planning will better address individual learning needs, resulting in improved student performance in reading across all proficiency levels.

Increased Instructional Rigor and Engagement:

Monthly internalization of lessons will ensure lessons are both rigorous and engaging, leading to increased student participation and deeper understanding of reading content.

Consistency and Coherence in Instruction:

The use of planning calendars will promote consistent instructional pacing and alignment with grade-level standards across classrooms.

Enhanced Teacher Preparedness and Confidence:

Regular collaboration between teachers and instructional coaches will strengthen teachers' content knowledge and instructional practices.

Targeted Support for Struggling Students:

Differentiated planning allows for the integration of specific supports and interventions, helping close learning gaps more effectively.

Professional Growth for Educators:

The planning process provides ongoing opportunities for professional reflection, collaboration, and skill development among teachers and instructional coaches.

Staff Responsible for Monitoring: Administrators, teachers and ISTs

Problem Statements: Student Learning 2

Funding Sources: 6100 Payroll- Title I Funds, \$10,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

2nd -5th Grade Teachers will analyze students' reading lexile levels according to Achieve 3000 reading Program to differentiate instruction and to target individual student needs.

Strategy's Expected Result/Impact: Targeted Reading Growth:

By using Lexile data from the Achieve3000 /Iready program, teachers will provide instruction that aligns with each student's reading level, leading to measurable growth in reading comprehension and fluency.

Personalized Learning Paths:

Differentiated instruction based on Lexile levels will ensure that students receive appropriately challenging texts, fostering independent reading skills and confidence.

Reduction in Reading Gaps:

Focused support for below-level readers will help close achievement gaps, particularly among struggling and at-risk students.

Increased Student Engagement in Reading:

Students will interact with texts that match their interests and reading ability, increasing motivation and engagement with reading tasks.

Improved Data Literacy Among Teachers:

Teachers will strengthen their ability to interpret and use Lexile data to inform small group instruction, monitor progress, and adjust instructional strategies.

Enhanced Instructional Planning:

Regular analysis of Achieve3000/iReady data will support more strategic lesson planning, grouping, and intervention, leading to more effective instruction across classrooms.

Staff Responsible for Monitoring: Administrators, teachers and ISTs

Problem Statements: Student Learning 1

Funding Sources: 6300 Supplies and Materials- Title I Funds, \$17,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 4

Train and Implement the SAIL Program with fidelity to build strong early literacy skills through sheltered instruction strategies, ensuring all students to develop foundational language and reading abilities in a supportive, structured environment.

Strategy's Expected Result/Impact: Stronger phonemic awareness and decoding skills: Systematic instruction in phonics and sound-letter correspondence helps students become more confident and accurate readers.
Improved comprehension: Structured reading routines and modeled strategies help students begin to understand and think about texts critically, even at early levels.
Writing development: Scaffolded writing opportunities build the foundation for independent sentence and paragraph writing

Staff Responsible for Monitoring: k-3 Reading Teachers, Admin, Coaches, district's Sail Team

Problem Statements: Student Learning 2

Title I: 2.5.2, 2.5.3

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 25% of the students are on meets grade level in math and reading.	Lack of diferentiated small group instructions and programs that have personalized pathways to meet the needs of the students
2	gaps in phonemic awareness, decoding, and comprehension, as well as limited exposure to academic language.	Many early grade students--especially English Learners (ELs) and language-delayed learners--lack sufficient exposure to structured, language-rich, and developmentally appropriate instruction that integrates both early literacy skills and academic language development.

Goal 3

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams from 42% in 2025 to 58% by 2030 (2025-2026 target: 47%).

Performance Objective 1 High Priority HB3 Goal

Foundations

Evaluation Data Source: 2025 Spring STAAR Results

Strategy 1

K-5th Grade Math teachers will implement guided math, data tracking and inquiry-based strategies during mini-lessons, whole and small group instruction, and stations, to increase student learning of mathematical concepts. Increase Meet grade level the following way: Grade 3 from 42% to 60% Grade 4 from 56% to 65% Grade 5 from 53% to 65%

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: Admin, Teachers and ISTs

Problem Statements: Student Learning 1

Funding Sources: Pear Deck Assessment (Go Guardian) 6300 Supplies and Materials- Title I Funds, \$5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Kindergarten through 5th grade teachers will utilize software (i-Ready, ST Math)and/or web-based programs to monitor student progress and differentiate instruction in math Observe through walkthrough data, and PLC discussions and meets 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.

Staff Responsible for Monitoring: Admin, ELSt and Teachers

Problem Statements: Student Learning 1

Funding Sources: ST Math 6300 Supplies and Materials- Title I Funds,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

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Strategy 3

Celebrate students achievement and Growth ' Crush your Goal Party" by EOY

Strategy's Expected Result/Impact:

Increased Motivation: Students are more likely to engage with i-Ready and math lessons when they know there are rewards and celebrations tied to their effort.

Growth Mindset Development: By rewarding progress (not just "being good at math"), students learn that practice leads to improvement.

Staff Responsible for Monitoring: Admin, Instructional Coaches, PTA and Counselors

Problem Statements: Student Learning 1

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement		Root Cause
1	Only 25% of the students are on meets grade level in math and reading.	Lack of diferentiated small group instructions and programs that have personalized pathways to meet the needs of the students

Goal 4

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams from 35% to 61% by 2030 (2025-2026 target: 50%).

Performance Objective 1 High Priority HB3 Goal

Foundations Grade 3 will increase from 35% Meets to 50% Meets Grade 4 will increase from 43% Meets to 65% Meets Grade 5 will increase from 54% Meets to 65% Meets

Evaluation Data Source: Progress Learning, Achieve 3000, (BOY, EOY) and online learning platforms such as CANVA and Seesaw for weekly assignments and DOLs and usage data.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

K-5 teachers will be providing differentiated small group instruction to address the academic needs of all At-Risk, African American, White, Asian, SPED and GT students.

Strategy's Expected Result/Impact: Improved Reading Proficiency Across All Student Groups: Differentiated small group instruction will provide targeted support to meet the specific needs of At-Risk, African American, White, Asian, SPED (Special Education), and GT (Gifted and Talented) students, resulting in improved reading outcomes.

Closing of Achievement Gaps:

Focused, data-driven instruction will help reduce disparities in reading performance by accelerating growth for students performing below grade level.

Enhanced Engagement and Confidence in Reading:

Instruction matched to students' reading levels and interests will promote stronger engagement, motivation, and self-efficacy in literacy tasks.

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: Administrators, teachers and ISTs

Problem Statements: Student Learning 1

Funding Sources: Progress Learning 6300 Supplies and Materials- Title I Funds, \$6,000, Subs for Small groups 6100 Parent Inv. Payroll T1, \$19,000, Paper , Acrylic stands for stations, folders and other supplies and materials 6300 Supplies and Materials- Title I Funds, \$7,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Teachers and Instructional coaches will develop differentiated instructional planning calendars to meet the needs of the Students and internalize lessons for reading in every month to include rigorous and engaging instruction for students.

Strategy's Expected Result/Impact: Increased Instructional Alignment and Consistency: Monthly differentiated instructional planning will ensure that lessons are aligned with standards and consistently rigorous across classrooms and grade levels.

Improved Student Outcomes in Reading:
Tailored instruction based on student needs will lead to measurable growth in reading proficiency for all learners, including those performing below, at, or above grade level.

More Engaging and Purposeful Instruction:
Internalized lessons will allow teachers to deliver instruction more confidently and creatively, resulting in more engaging and meaningful learning experiences for students.

Responsive and Differentiated Teaching Practices:
Instructional calendars will be informed by student data, allowing for flexible grouping, targeted interventions, and enrichment opportunities based on real-time student needs.

Strengthened Teacher Collaboration and Professional Growth:
Ongoing planning between teachers and instructional coaches will promote collaboration, reflective practice, and shared ownership of student success.

Progress Monitoring and Instructional Adjustments:
The planning process will incorporate regular checks for understanding and opportunities to adjust instruction, ensuring students stay on track toward reading goals.

Staff Responsible for Monitoring: Administrators, teachers and ISTs

Problem Statements: Student Learning 1, 2

Funding Sources: Pear Deck Datas software Monitoring Small Group Instruction 6300 Supplies and Materials- Title I Funds, \$4,000, Full Planning Days for Teachers 6100 Payroll- Title I Funds, \$10,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

2nd -5th Grade Teachers will analyze students' reading lexile levels according to Achieve 3000 reading Program to differentiate instruction and to target individual student needs.

Strategy's Expected Result/Impact: Personalized Reading Instruction:

Teachers will use Lexile data from the Achieve3000 program to tailor instruction to each student's reading level, ensuring lessons are appropriately challenging and supportive.

Accelerated Reading Growth:

By targeting individual student needs, instruction will be more effective in improving reading comprehension, fluency, and vocabulary development.

Data-Driven Decision Making:

Regular analysis of Lexile levels will inform instructional planning, small group formation, and intervention strategies, resulting in more precise and impactful teaching.

Closing of Reading Gaps:

Differentiated instruction based on Lexile data will support struggling readers and help close achievement gaps among subgroups such as English learners, SPED, and At-Risk students.

Improved Student Performance on Assessments:

Targeted instruction will contribute to measurable growth on formative assessments, district benchmarks, and state assessments such as STAAR.

Staff Responsible for Monitoring: Administrators, teachers and ISTs

Funding Sources: Achieve 3000 6300 Supplies and Materials- Title I Funds, \$17,300

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills. By the end of the academic year, at least 80% of participating parents will report increased understanding and ability to assist their children in reading and literacy-related activities through targeted workshops, resources, and ongoing school-home communication.

Strategy's Expected Result/Impact: Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills

Staff Responsible for Monitoring: Counselor, Administrators, teachers and Early Literacy Support Teacher(ELST)

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Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

K-2 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: Teaachers,Admin,ISTs

Problem Statements: Student Learning 1

Funding Sources: Supplies and Materials 6300 Supplies and Materials- Title I Funds, \$6,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 6

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 Lexia, iReady, MyOn, 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, Coaches and Admin,

Problem Statements: Student Learning 1, 2

Funding Sources: Folders of different colors , paper , markers, Pear Deck Data Tracker Program 6300 Supplies and Materials- Title I Funds, \$10,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Strategy 7

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: Instructional coaches, Teachers, Paras and Admin

Problem Statements: Student Learning 1, 2

Funding Sources: Extra Duty Pay- Small group instruction Extended Day 6100 Payroll- Title I Funds, \$10,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 8

Implement SAIL program , our sheltered approach to improving literacy for young learners.

Strategy's Expected Result/Impact: Our Sheltered Approach for Improved Literacy (SAIL) program helps young learners, especially those from low-income families, by closing the language and learning gaps they might have.

It uses fun, interactive lessons and gives extra support to each child. The program also helps build the language skills needed for reading success, encourages parents and families to be involved, and sets high expectations for all students

Staff Responsible for Monitoring: Admin . SAIL District Team, Teacher and Coaches

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 9

Structured Classroom Walkthroughs and Provide feedback that is concrete, timely, and focused
Conduct short, frequent walkthroughs (5-10 minutes) focusing on specific instructional elements, e.g., questioning techniques, student engagement, or use of formative assessments. Use a checklist or rubric aligned with instructional goals to ensure consistency.

Strategy's Expected Result/Impact: structured observation combined with targeted coaching and feedback improves teacher effectiveness, fosters continuous professional growth, and directly increases student achievement through more focused, engaging, and data-driven instruction.

Staff Responsible for Monitoring: Admi , Coaches and teachers

Title I: 2.5.2, 2.5.3

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Only 25% of the students are on meets grade level in math and reading.	Lack of diferentiated small group instructions and programs that have personalized pathways to meet the needs of the students
2 gaps in phonemic awareness, decoding, and comprehension, as well as limited exposure to academic language.	Many early grade students--especially English Learners (ELs) and language-delayed learners--lack sufficient exposure to structured, language-rich, and developmentally appropriate instruction that integrates both early literacy skills and academic language development.

Goal 5

By the end of the 2025-2026 academic year, increase school-wide student attendance by 10% compared to the 2024-2025 academic year.

Performance Objective 1 **High Priority** **HB3 Goal**

Attendance

Evaluation Data Source: Comparison of average daily attendance rates between 2024-2025 and 2025-2026 school years.

Number of students receiving early intervention services for attendance.

Participation and effectiveness of attendance incentive programs.

Feedback from families and staff on attendance initiatives.

Strategy 1

Implement a system for early identification and intervention for students with chronic absenteeism and tardiness by the end of the first semester.

Strategy's Expected Result/Impact: increase student engagement, and foster a stronger sense of school community. Higher attendance rates are linked to improved classroom participation, stronger student-teacher relationships, and greater likelihood of on-time grade progression and graduation. Additionally, early interventions and incentives help address barriers to attendance proactively, promoting equity by supporting students with diverse needs.

Staff Responsible for Monitoring: Admin. data clerk, teachers

Problem Statements: Demographics 2

Title I: 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Although the school's attendance rate for 2024-2025 (94.8%) shows improvement from prior years (92.4-94.5%. Chronic absenteeism remains high at 12.39%, with specific student groups disproportionately impacted. Persistent absenteeism and tardiness among these groups hinder overall progress, indicating that current interventions are not fully addressing the underlying causes of attendance challenges.	Tardiness Patterns: A portion of absenteeism data is linked to recurring tardiness,

Goal 6

Increase meaningful parent involvement in school culture and climate initiatives by 25% over the academic year. Additionally, by the end of the 2025-2026 school year, 80% of parents will report feeling confident in supporting their child's learning at home, contributing to an improved school culture and climate as evidenced by an 80% satisfaction rate on the annual parent survey.

Performance Objective 1 High Priority

Climate and Culture

Evaluation Data Source: 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

Collaborate with teachers and parent liaisons to ensure culturally responsive and accessible communication with families.

Strategy's Expected Result/Impact: Enhanced Family Engagement:

Collaboration between teachers and parent liaisons will foster stronger, more trusting relationships with families by ensuring communication is respectful, relevant, and accessible to diverse cultural backgrounds.

Increased Equity in Communication:

Culturally responsive messaging will reduce barriers, making information about student learning and school activities more understandable and actionable for all families.

Improved Student Support at Home:

When families feel valued and informed, they are more likely to actively support their child's academic progress and social-emotional needs.

Positive School Climate:

Effective communication builds a welcoming environment that promotes inclusion and partnership, positively impacting overall school culture and student success.

Staff Responsible for Monitoring: Admin, Office and teachers

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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Strategy 2

Provide at least four parent training sessions (in-person or virtual) throughout the year focused on understanding the curriculum and home learning strategies.

Strategy's Expected Result/Impact: Improved Student Support at Home:
When families feel valued and informed, they are more likely to actively support their child's academic progress and social-emotional needs.

Positive School Climate:
Effective communication builds a welcoming environment that promotes inclusion and partnership, positively impacting overall school culture and student success.

Staff Responsible for Monitoring: Admin, Teachers, Counselors

Title I: 2.5.1, 2.5.2

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	70% of parents don't feel informed about the curriculum and state testing standards.	Complexity of information, the curriculum and state testing standards might be presented in a way that is too complex or technical for all parents to easily understand.

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, Vocabulary, and Math skills as measured by the CIRCLE Progress Monitoring Assessment, with at least 70% meeting or exceeding age-level benchmarks.

Performance Objective 1 High Priority

Foundations

Evaluation Data Source: Circle DATA

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: Admin , Teachers , Coaches

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Only 25% of the students are on meets grade level in math and reading.	Lack of diferentiated small group instructions and programs that have personalized pathways to meet the needs of the students

Goal 8

Increase the percentage of Emergent Bilingual students who achieve Meets Grade Level on STAAR Math from 45 % in 2025 to 50 % in 2026. (Interim 50 %, Long Term 60%)

Performance Objective 1

English Proficiency

Strategy 1

Implement sheltered instruction strategies in all classrooms with Emergent Bilingual students to promote language and content mastery

Strategy's Expected Result/Impact: Through consistent use of academic vocabulary, structured speaking/writing opportunities, and scaffolding strategies, students develop stronger command of the language needed to demonstrate math proficiency.
Students will have better access to rigorous math content through language scaffolds (e.g., visuals, sentence stems, modeling), leading to increased success on formative and summative assessments.

Staff Responsible for Monitoring: Teachers, EB Aide, Admin, Coaches

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	gaps in phonemic awareness, decoding, and comprehension, as well as limited exposure to academic language.	Many early grade students--especially English Learners (ELs) and language-delayed learners--lack sufficient exposure to structured, language-rich, and developmentally appropriate instruction that integrates both early literacy skills and academic language development.

Goal 9

Increase the percentage of ALL 5th Graders achieving "Meets" on from 30% on the STAAR Science Test to 50% Meets by the end of school year 2025-2026.

Performance Objective 1 High Priority

By the end of the 2025-2026 school year, the percentage of all 5th-grade students achieving the "Meets Grade Level" standard or higher on the STAAR Science assessment will increase from 30% to 50%, as measured by the official STAAR results reported by the Texas Education Agency (TEA).

Evaluation Data Source: CBAs, DOLs. and STAAR

Strategy 1

Instructional paraprofessionals will conduct small-group spiral review sessions with students to reinforce previously taught science concepts, address learning gaps, and strengthen mastery of key TEKS in preparation for the STAAR Science assessment.

Strategy's Expected Result/Impact: Increase in Science STAAR score

Staff Responsible for Monitoring: Teacher, paras, admin, instructional coaches

Problem Statements: Student Learning 1

Funding Sources: Instructional Para for small groups for 65 days 6100 Payroll- Title I Funds, \$7,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress
November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Only 25% of the students are on meets grade level in math and reading.

Lack of differentiated small group instructions and programs that have personalized pathways to meet the needs of the students



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
4	1	1	K-5 teachers will be providing differentiated small group instruction to address the academic needs of all At-Risk, African American, White, Asian, SPED and GT students.
4	1	2	Teachers and Instructional coaches will develop differentiated instructional planning calendars to meet the needs of the Students and internalize lessons for reading in every month to include rigorous and engaging instruction for students.
4	1	3	2nd -5th Grade Teachers will analyze students' reading lexile levels according to Achieve 3000 reading Program to differentiate instruction and to target individual student needs.
4	1	4	Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills. By the end of the academic year, at least 80% of participating parents will report increased understanding and ability to assist their children in reading and literacy-related activities through targeted workshops, resources, and ongoing school-home communication.
4	1	5	K-2 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.

Additional Targeted Support Strategies

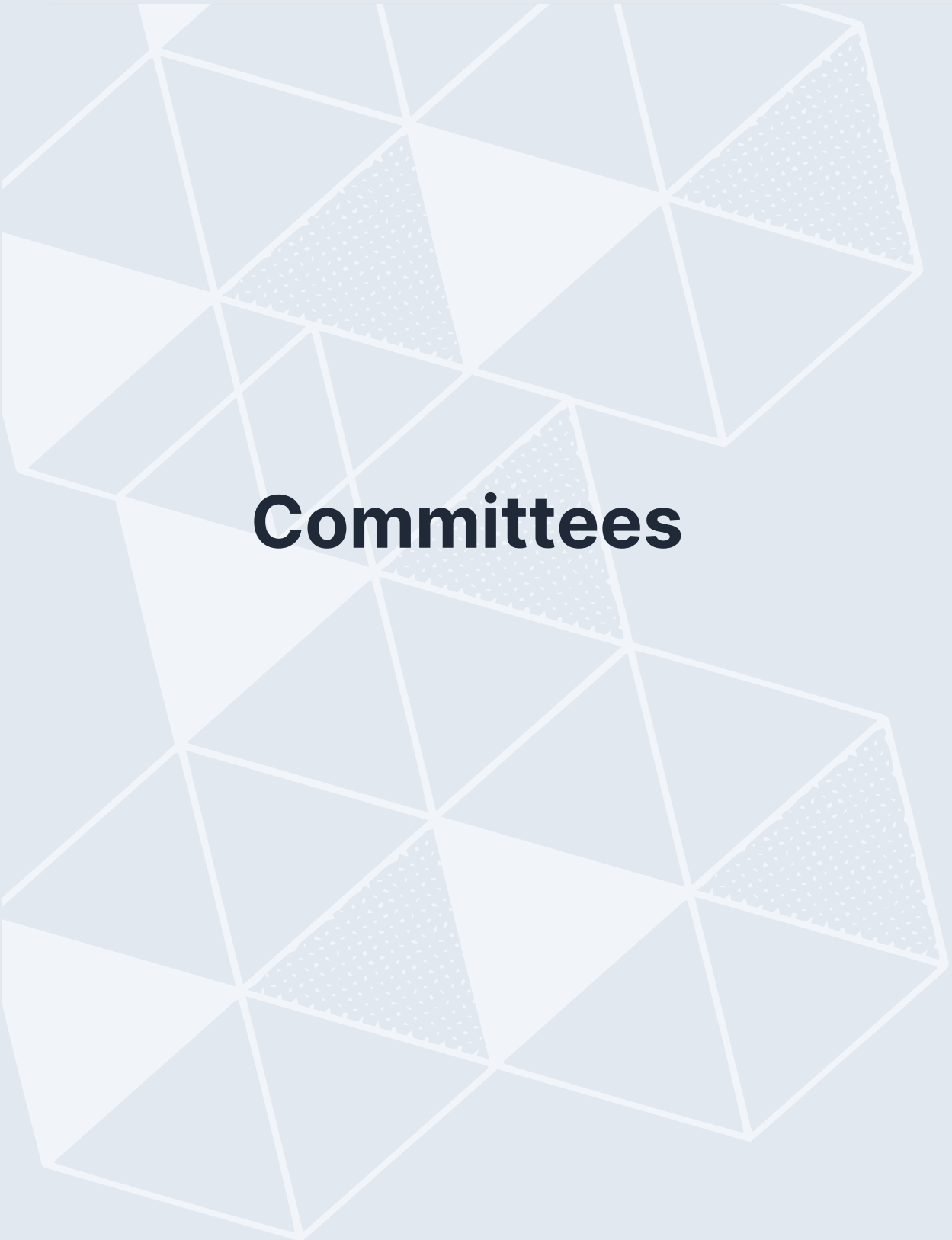
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4	1	5	K-2 Teachers will create posters with graphic organizers, anchor charts , vocabulary and concept walls to give students a visual aid that helps them



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Maria Tome	Instructional Aide	Instructional Aide	NaN
Sharain Fallad	Instructional Coach	Instructional Coach	NaN



Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Maria	Tome	Instructional Aide	Instructional Aide
Saira	Perez	Parent	Parent
Donald	Drummomnd	Community Member	Community Member
Cecilia	Bados	Principal	Administrator
Felicia	Hilliard	Assistant Principal	Administrator
Andrea	Trochez	4th Grade Teacher	Teacher
Rene	Sotomayor	5th Grade Teacher	Teacher
Selene	De Luna	Instructional Coach	Instructional Coach
Natalie	Garza	1st Grade Teacher	Teacher
Ina	Valladares	4th Grade Teacher	Teacher
Andre	Long	CBSE Teacher	Special Education
Sharain	Fallad	Instructional Coach	Instructional Coach
Javonda	Allen	Counselor	Counselor
Andrew	Petras	Counselor	Counselor
Felicia	Saenz	Gend Ed Teacher	Teachers



Funding Summary

Funding Summary

6100 Payroll- Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Afterschool Planning	--	\$3,000.00
1	1	2	Subs	--	\$30,000.00
2	1	2		--	\$10,000.00
4	1	2	Full Planning Days for Teachers	--	\$10,000.00
4	1	7	Extra Duty Pay- Small group instruction Extended Day	--	\$10,000.00
9	1	1	Instructional Para for small groups for 65 days	--	\$7,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$34,000.00
+/- Difference					-\$36,000.00

6100 Parent Inv. Payroll T1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Subs for Small groups	--	\$19,000.00
Sub-Total					\$19,000.00
Budgeted Fund Source Amount					\$17,000.00
+/- Difference					-\$2,000.00

6300 Supplies and Materials- Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	\$30,000.00
2	1	3		--	\$17,000.00
3	1	1	Pear Deck Assessment (Go Guardian)	--	\$5,000.00
3	1	2	ST Math	--	\$0.00
4	1	1	Progress Learning	--	\$6,000.00
4	1	1	Paper , Acrylic stands for stations, folders and other supplies and materials	--	\$7,000.00
4	1	2	Pear Deck Datas software Monitoring Small Group Instruction	--	\$4,000.00
4	1	3	Achieve 3000	--	\$17,300.00
4	1	5	Supplies and Materials	--	\$6,000.00
4	1	6	Folders of different colors , paper , markers, Pear Deck Data Tracker Program	--	\$10,000.00
Sub-Total					\$102,300.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					-\$32,300.00