

# Midland Independent School District



## Tommy Franks Elementary

## 2025-2026 Campus Improvement Plan

# **Mission Statement**

General Franks Elementary will intentionally create a safe and supportive environment, built on relationships with all stakeholders that will foster academic engagement, leadership and social growth.

# **Vision**

The students of General Franks Elementary will be given the tools they need to confidently achieve their goals, and take ownership of their future.

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# Comprehensive Needs Assessment

# Demographics

## Summary

General Tommy Franks Elementary was established in 2017. We serve Kindergarten through 6th grades, with 2 classrooms  
Projected enrollment for the 2025-2026 school year is 510.

### Current Demographic Counts

Economically Disadvantaged--44.95%

Emerging Bilingual-- 7.82%

Special Education-- 24.95%

Hispanic-- 55.35%

White-- 29.41%

African American-- 9.51%

American Indian/Alaskan Native-- 0.10%

Asian-- 2.08%

Two or more 3.07%

Female- 47.82%

Male- 52.18%

### Staff Population

Teachers- 45

Paraprofessionals- 9

Parent Liaison- 0

Literacy Strategist-0

Custodial-3

CNS-6

Office-2

Administration-2

Counselor-1

Nurse-1

Strings-1

Dyslexia Therapist- 1

Diagnostician-1

Speech Therapist-1

For the 2025-2026 school year, 100% of our staff was retained.

The student attendance rate for the 2024-2025 school year was 94.20%.

For student discipline, there were 103 occurrences with 91 students. Recurring occurrences included disruptive behavior and

# Strengths

Historically Franks' strengths include an increase in student attendance and teacher retention. Attendance has increased to 94.25%, teacher retention has stayed consistent with 85-90% retention over the last 5 years. The PTA has grown over the last few years with membership and involvement, earning multiple awards. Historically parents, staff and students state via our K12 survey, the teachers set high expectations for the students.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



The attendance rate for General Franks Elementary in 2024-2025 was 94.20%, which is below the district goal of 95%.

There is a lack of consistent, tiered attendance incentives based on attendance.

 = Priority

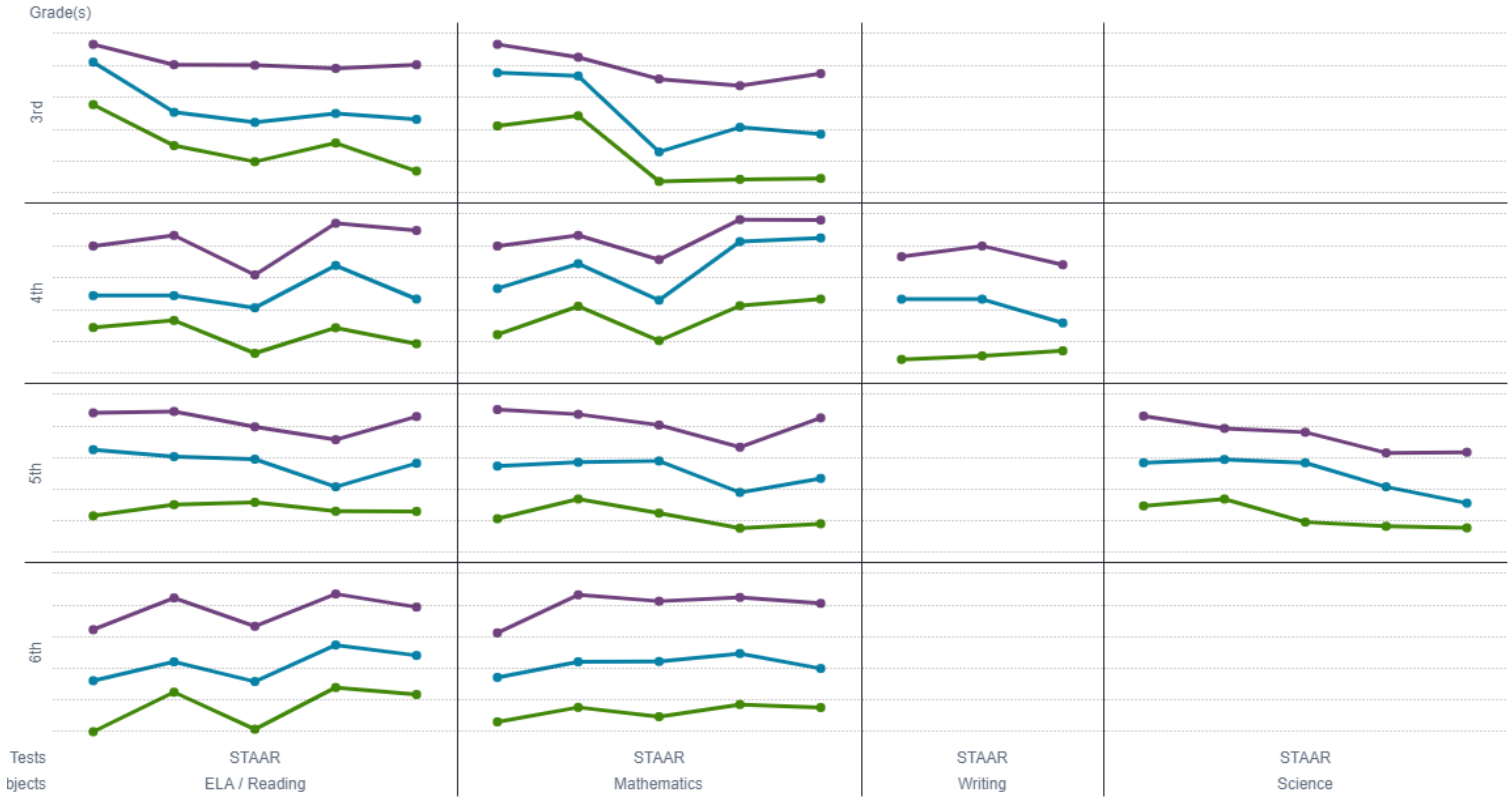
# Student Learning

## Summary

### STAAR Performance Trends GENERAL TOMMY FRANKS EL || MIDLAND ISD (165901135)

■ Approaches or Above ■ Meets or Above ■ Masters

#### Grades by Subject by Tests



Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)	Year	Approach	Meets	Masters	Subjects	Grade(s)						
2018	93%	82%	56%	ELAR	3rd	2018	80%	49%	29%	ELAR	4th	2018	88%	65%	23%	ELAR	5th	2018	65%	32%	0%	ELAR	6th						
2019	81%	51%	30%	ELAR	3rd	2019	87%	49%	33%	ELAR	4th	2019	89%	61%	30%	ELAR	5th	2019	85%	44%	25%	ELAR	6th						
2021	80%	44%	20%	ELAR	3rd	2021	62%	41%	13%	ELAR	4th	2021	80%	59%	32%	ELAR	5th	2021	67%	32%	2%	ELAR	6th						
2022	78%	50%	32%	ELAR	3rd	2022	94%	68%	29%	ELAR	4th	2022	71%	42%	26%	ELAR	5th	2022	87%	55%	28%	ELAR	6th						
2023	81%	46%	14%	ELAR	3rd	2023	90%	47%	19%	ELAR	4th	2023	86%	57%	26%	ELAR	5th	2023	79%	48%	24%	ELAR	6th						
2018	93%	76%	42%	Math	3rd	2018	80%	53%	24%	Math	4th	2018	90%	55%	21%	Math	5th	2018	63%	34%	6%	Math	6th						
2019	85%	74%	49%	Math	3rd	2019	87%	69%	42%	Math	4th	2019	88%	57%	34%	Math	5th	2019	87%	44%	15%	Math	6th						
2021	72%	26%	7%	Math	3rd	2021	71%	46%	21%	Math	4th	2021	81%	58%	25%	Math	5th	2021	83%	44%	10%	Math	6th						
2022	67%	41%	9%	Math	3rd	2022	97%	83%	43%	Math	4th	2022	67%	38%	15%	Math	5th	2022	85%	49%	17%	Math	6th						
2023	75%	37%	9%	Math	3rd	2023	96%	85%	47%	Math	4th	2023	85%	47%	18%	Math	5th	2023	81%	40%	15%	Math	6th						
2018	86%	57%	30%	Science	5th	2019	79%	59%	34%	Science	5th	2021	76%	57%	19%	Science	5th	2022	63%	42%	17%	Science	5th	2023	63%	31%	16%	Science	5th

Based on the attached picture above, historically, General Franks had a high rate of passing scores in all grade levels and all test areas. There has been a slight decline in the masters level amongst all grades and tests for the past 5 years. There is a high growth percentage historically from 3rd to 4th grade.

For the 2024-2025 school year, based on mClass results, 70% of kindergartners, 64% of 1st graders, and 56% of 2nd graders were at or above benchmark. According to NWEA MAP, 60% of students in math met their growth goal, and 56% in reading. The highest percentage of growth in reading was 1st, 2nd, and 5th grades. The highest percentage of growth in math was 1st, 3rd, and 5th grades. The percentage of 5th grade science students that met their growth goal was 66%

## Strengths

- Preliminary raw reading data shows 4th grade reading was above the state average.
- Preliminary raw math data shows 5th grade was above the state average, and 4th grade was well above the state average.
- 63% of 2nd graders and 67% of 4th graders met or exceeded their math individual growth goal in NWEA MAP.
- 70% of kindergarten are at/above grade level on mClass.
- 60% of Franks students in 3rd-6th grade met or exceeded their individual growth goals in science according to NWEA MAP.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd and 6th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
2 ★	There is a large discrepancy in data for reading meets and masters between the 3rd and 4th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
3 ★	Franks meets and masters percentage for our white population is significantly lower than our other populations.	Lack of focus on enrichment opportunities provided in addition to Tier 1 instruction.

★ = Priority

# School Processes & Programs

## Summary

The staff at General Franks Elementary are a diverse group with varying years of experience. For the 2025-2026 school year our campus size will drastically decrease due to the opening of the new Lone Star Trails Elementary, in which, half of our students will attend. Overall retention for the campus was 100%. The recruiting and hiring process is still underway at this time. The average years of experience for the campus staff is 10 years. The Franks administrative team meets once a week to discuss trends and action items for the upcoming week.

Our current grade level counts are the following:

Kindergarten-3

1st grade-3

2nd grade-3

3rd grade-3

4th grade-4

5th grade-3

6th grade-3

Lifeskills-2

Resource/Inclusion-2

Franks Elementary engages in PLC work each week with grade level and content level teams to increase efficacy across the campus. Our campus uses a common lesson plan template that includes an overview calendar for assessments and data meetings. The master schedule has been rebuilt for the 2025-2026 school year to include more vertical planning time for all teachers, school wide intentional intervention and enrichment time, and transitions. Franks is incorporating advanced academics for 6th grade math students. Franks will participate in UIL activities for the upcoming year.

During the 2024-2025 Franks implemented a Spanish Club, Robotics team, and Run Club. These clubs will continue to expand for the 2025-2026 school year.

To communicate with parents, Franks staff uses Class Dojo as the primary means of communication. Mrs. Sherrod will communicate weekly with parents through the mass-communication system, Blackboard. In these communications, she uses Smore and Canva. These communications are sent through Dojo, Facebook, Twitter, and email/phone.

The Franks PTA is highly active. They host multiple events on campus each year, and fund initiatives that serve all students. Mrs. Sherrod will meet with PTA once a month to determine what the needs are on campus, and discuss any events. They host a teacher appreciation event each month for all teachers.

## Strengths

- Franks is in year 5 of MTSS/PBIS and there has been a steady decline in discipline referrals
- Franks has established a campus wide rewards system- Cadet Store
- Franks teachers provide in class reward systems to celebrate student behavior, attendance, achievement and growth
- Franks staff are celebrated on a regular basis
- Franks teachers participate in grade level and vertical PLCs to determine ways to support teachers and help students achieve their goals

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.</p>	<p>There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.</p>
<p><b>2</b> ★</p> <p>Stagnant student performance at the Meets/ Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.</p>	<p>Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.</p>

★ = Priority

# Perceptions

## Summary

General Franks Elementary has an overall positive perception from the community, staff and students with % rating our campus quality overall as excellent or good. % of the staff is returning for the 2025-2026 school year. There is a difference between what parents, students and campus staff see in teaching and learning, student support and relationships, interactions with school leadership, and family involvement. General Franks Elementary has partnered with our PTA, General Tommy Franks, and parents to provide incentives, goods, and other items throughout the school year.


## Strengths

- According to the spring K12 Insight survey, 97% of parents/guardians agree that families can easily contact teachers and/or school staff members regarding information and questions about their children.
- According to the spring K12 Insight survey, 79% of parents/guardians agree that the principal and or assistant principals make decisions that are in the best interest of students
- 89% of parent/guardians agree that the school is welcoming to families
- 94% of parents/guardians agree that teachers set high expectations for all students
- 91% of parents/guardians agree that the school is a supportive place for students to learn

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a lack of opportunity for the community (families, staff, and students) to provide input on how to improve the school environment/experience.	The campus does not hold consistent stakeholder meetings.
2 ★	There is a perception that teachers do not give helpful feedback to students about work.	Teachers lack the training to give helpful feedback to students and parents.

★ = Priority



# Priority Problem Statements

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



The attendance rate for General Franks Elementary in 2024-2025 was 94.20%, which is below the district goal of 95%.

There is a lack of consistent, tiered attendance incentives based on attendance.

 = Priority

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd and 6th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
2 ★	There is a large discrepancy in data for reading meets and masters between the 3rd and 4th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
3 ★	Franks meets and masters percentage for our white population is significantly lower than our other populations.	Lack of focus on enrichment opportunities provided in addition to Tier 1 instruction.

★ = Priority

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.</p>	<p>There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.</p>
<p><b>2</b> ★</p> <p>Stagnant student performance at the Meets/ Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.</p>	<p>Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.</p>

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# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a lack of opportunity for the community (families, staff, and students) to provide input on how to improve the school environment/experience.	The campus does not hold consistent stakeholder meetings.
2 ★	There is a perception that teachers do not give helpful feedback to students about work.	Teachers lack the training to give helpful feedback to students and parents.

★ = Priority



# Goals

# Goal 1

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

## Performance Objective 1 High Priority HB3 Goal

The percentage of Kinder students performing at grade in ELAR will increase from 70 % to 75 % by June 2026. (mCLASS) The percentage of Kinder students performing at grade in ELAR will increase from % to % by June 2026.(iREADY) The percentage of Kinder students performing at grade level in Math will increase from % to % by June 2026. (iREADY)

Evaluation Data Source: mCLASS & iREADY

### Strategy 1

High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Strategy's Expected Result/Impact:** Effective, high-quality instruction will take place in every classroom on campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** School Processes & Programs 2

**Funding Sources:** 199 Local,

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

Considerable Progress

November

February

April

June

### Strategy 2

Following the delivery of Tier 1 instruction, student mastery of TEKS will be monitored to identify those in need of Tier 2 interventions. Targeted support will be provided promptly in small group settings to address identified learning gaps.

**Strategy's Expected Result/Impact:** Implementation of targeted tiered interventions for reading and math using assessment data will increase student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** Student Learning 3 - School Processes & Programs 1

**Funding Sources:** 211 Title 1, , 199 Local,

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

Moderate Progress

November

February

April

June

## Strategy 3

Implementation of strategic staffing through the Opportunity Culture model, providing extended student reach and enhanced coaching support to address learning gaps and accelerate student achievement.

**Strategy's Expected Result/Impact:** Through effective coaching and student reach from our Team Reach Teachers, Master Team Reach Teacher, and MCLs student achievement will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** School Processes & Programs 1, 2

**Funding Sources:** 211 Title 1, , 199 Local,

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

November

February

April

June

**Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement	Root Cause
<p><b>3</b> Franks meets and masters percentage for our white population is significantly lower than our other populations.</p>	<p>Lack of focus on enrichment opportunities provided in addition to Tier 1 instruction.</p>

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement	Root Cause
<p><b>1</b> According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.</p>	<p>There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.</p>
<p><b>2</b> Stagnant student performance at the Meets/Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.</p>	<p>Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.</p>

**Performance Objective 2**  High Priority  HB3 Goal

The percentage of 1st grade students performing at grade in ELAR will increase from 64% to 69% by June 2026. (mCLASS) The percentage of 1st grade students performing at grade in ELAR will increase from % to % by June 2026. (iREADY) The percentage of 1st grade students performing at grade level in Math will increase from % to % by June 2026.

**Evaluation Data Source:** mCLASS % iREADY

**Strategy 1**

High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Strategy's Expected Result/Impact:** Effective, high-quality instruction will take place in every classroom on campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** School Processes & Programs 2

**Funding Sources:** 211 Title 1, , 199 Local,

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

Moderate Progress

November

February

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### Strategy 2

Following the delivery of Tier 1 instruction, student mastery of TEKS will be monitored to identify those in need of Tier 2 interventions. Targeted support will be provided promptly in small group settings to address identified learning gaps.

**Strategy's Expected Result/Impact:** Implementation of targeted tiered interventions for reading and math using assessment data will increase student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** School Processes & Programs 2

**Funding Sources:** 211 Title 1, , 199 Local,

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

Moderate Progress

November

February

April

June

### Strategy 3

Implementation of strategic staffing through the Opportunity Culture model, providing extended student reach and enhanced coaching support to address learning gaps and accelerate student achievement.

**Strategy's Expected Result/Impact:** Through effective coaching and student reach from our Team Reach Teachers, Master Team Reach Teacher, and MCLs student achievement will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** School Processes & Programs 1, 2

**Funding Sources:** 199 Local, , 211 Title 1,

**Title I:** 2.5.1, 2.5.2

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

### Formative Reviews

Considerable Progress

November

February

April

June

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.

There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.

2

Stagnant student performance at the Meets/Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.

Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.

### Performance Objective 3 High Priority HB3 Goal

The percentage of 2nd grade students performing at grade in ELAR will increase from 56% to 61% by June 2026. (mCLASS) The percentage of 2nd grade students performing at grade in ELAR will increase from % to % by June 2026. (iREADY) The percentage of 2nd students performing at grade level in Math will increase from % to % by June 2026.

Evaluation Data Source: mCLASS & iREADY

#### Strategy 1

High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Strategy's Expected Result/Impact:** Effective, high-quality instruction will take place in every classroom on campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** School Processes & Programs 2

**Funding Sources:** 199 Local, , 211 Title 1,

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

Moderate Progress

November

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## Strategy 2

Following the delivery of Tier 1 instruction, student mastery of TEKS will be monitored to identify those in need of Tier 2 interventions. Targeted support will be provided promptly in small group settings to address identified learning gaps.

**Strategy's Expected Result/Impact:** Implementation of targeted tiered interventions for reading and math using assessment data will increase student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** School Processes & Programs 2

**Funding Sources:** 199 Local, , 211 Title 1,

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

No Progress

November

February

April

June

## Strategy 3

Implementation of strategic staffing through the Opportunity Culture model, providing extended student reach and enhanced coaching support to address learning gaps and accelerate student achievement.

**Strategy's Expected Result/Impact:** Through effective coaching and student reach from our Team Reach Teachers, Master Team Reach Teacher, and MCLs student achievement will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** School Processes & Programs 1, 2

**Funding Sources:** 199 Local, , 211 Title 1,

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

November

February

April

June

## Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.

There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.

2

Stagnant student performance at the Meets/Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.

Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.

## Performance Objective 4 High Priority

The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 52% to 57% by June 2026. The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 44% to 50% by June 2026.

**Evaluation Data Source:** STAAR

### Strategy 1

High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Strategy's Expected Result/Impact:** Effective, high-quality instruction will take place in every classroom on campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** School Processes & Programs 2

**Funding Sources:** 199 Local, , 211 Title 1,

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

Moderate Progress

November

February

April

June

## Strategy 2

Following the delivery of Tier 1 instruction, student mastery of TEKS will be monitored to identify those in need of Tier 2 interventions. Targeted support will be provided promptly in small group settings to address identified learning gaps.

**Strategy's Expected Result/Impact:** Implementation of targeted tiered interventions for reading and math using assessment data will increase student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2

**Funding Sources:** 211 Title 1, , 199 Local,

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

February

April

June

## Strategy 3

Implementation of strategic staffing through the Opportunity Culture model, providing extended student reach and enhanced coaching support to address learning gaps and accelerate student achievement.

**Strategy's Expected Result/Impact:** Through effective coaching and student reach from our Team Reach Teachers, Master Team Reach Teacher, and MCLs student achievement will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2

**Funding Sources:** 199 Local, , 211 Title 1,

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

November

February

April

June

### Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd and 6th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
2	There is a large discrepancy in data for reading meets and masters between the 3rd and 4th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
3	Franks meets and masters percentage for our white population is significantly lower than our other populations.	Lack of focus on enrichment opportunities provided in addition to Tier 1 instruction.

### Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.	There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.
2	Stagnant student performance at the Meets/Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.	Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.

### Performance Objective 5 High Priority

The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 52% to 57% by June 2026. The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 44% to 50% by June 2026.

**Evaluation Data Source:** STAAR

### Strategy 1

High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Strategy's Expected Result/Impact:** Effective, high-quality instruction will take place in every classroom on campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** School Processes & Programs 2

**Funding Sources:** 211 Title 1, , 199 Local,

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

#### Formative Reviews

Moderate Progress

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### Strategy 2

Following the delivery of Tier 1 instruction, student mastery of TEKS will be monitored to identify those in need of Tier 2 interventions. Targeted support will be provided promptly in small group settings to address identified learning gaps.

**Strategy's Expected Result/Impact:** Implementation of targeted tiered interventions for reading and math using assessment data will increase student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC Staff

**Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2

**Funding Sources:** 211 Title 1, , 199 Local,

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

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## Strategy 3

Implementation of strategic staffing through the Opportunity Culture model, providing extended student reach and enhanced coaching support to address learning gaps and accelerate student achievement.

**Strategy's Expected Result/Impact:** Through effective coaching and student reach from our Team Reach Teachers, Master Team Reach Teacher, and MCLs student achievement will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2

**Funding Sources:** 211 Title 1, , 199 Local,

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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**Performance Objective 5 Problem Statements Identifying Student Learning**

Problem Statement	Root Cause
<p><b>1</b> There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd and 6th grade.</p>	<p>The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.</p>
<p><b>2</b> There is a large discrepancy in data for reading meets and masters between the 3rd and 4th grade.</p>	<p>The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.</p>
<p><b>3</b> Franks meets and masters percentage for our white population is significantly lower than our other populations.</p>	<p>Lack of focus on enrichment opportunities provided in addition to Tier 1 instruction.</p>

**Performance Objective 5 Problem Statements Identifying School Processes & Programs**

Problem Statement	Root Cause
<p><b>1</b> According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.</p>	<p>There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.</p>
<p><b>2</b> Stagnant student performance at the Meets/Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.</p>	<p>Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.</p>

**Performance Objective 6  High Priority**

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 45% to 50% by June 2026. The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 58% to 63% by June 2026.

**Evaluation Data Source:** STAAR

**Strategy 1**

High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Strategy's Expected Result/Impact:** Effective, high-quality instruction will take place in every classroom on campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** School Processes & Programs 2

**Funding Sources:** 211 Title 1, , 199 Local,

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

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## Strategy 2

Following the delivery of Tier 1 instruction, student mastery of TEKS will be monitored to identify those in need of Tier 2 interventions. Targeted support will be provided promptly in small group settings to address identified learning gaps.

**Strategy's Expected Result/Impact:** Implementation of targeted tiered interventions for reading and math using assessment data will increase student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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## Strategy 3

Implementation of strategic staffing through the Opportunity Culture model, providing extended student reach and enhanced coaching support to address learning gaps and accelerate student achievement.

**Strategy's Expected Result/Impact:** Through effective coaching and student reach from our Team Reach Teachers, Master Team Reach Teacher, and MCLs student achievement will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

### Formative Reviews

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### Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>1</b> There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd and 6th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
<b>2</b> There is a large discrepancy in data for reading meets and masters between the 3rd and 4th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
<b>3</b> Franks meets and masters percentage for our white population is significantly lower than our other populations.	Lack of focus on enrichment opportunities provided in addition to Tier 1 instruction.

### Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<b>1</b> According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.	There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.
<b>2</b> Stagnant student performance at the Meets/Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.	Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.

## Performance Objective 7 High Priority

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 17% to 40% by June 2026.

Evaluation Data Source: STAAR

### Strategy 1

High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Strategy's Expected Result/Impact:** Effective, high-quality instruction will take place in every classroom on campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** School Processes & Programs 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

#### Formative Reviews

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### Strategy 2

Following the delivery of Tier 1 instruction, student mastery of TEKS will be monitored to identify those in need of Tier 2 interventions. Targeted support will be provided promptly in small group settings to address identified learning gaps.

**Strategy's Expected Result/Impact:** Implementation of targeted tiered interventions for science using assessment data will increase student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC Staff

**Problem Statements:** Student Learning 3 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Improve low-performing schools

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

## Formative Reviews

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## Strategy 3

Implementation of strategic staffing through the Opportunity Culture model, providing extended student reach and enhanced coaching support to address learning gaps and accelerate student achievement.

**Strategy's Expected Result/Impact:** Through effective coaching and student reach from our Team Reach Teachers, Master Team Reach Teacher, and MCLs student achievement will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** Student Learning 3 - School Processes & Programs 1, 2

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

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### Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p><b>3</b> Franks meets and masters percentage for our white population is significantly lower than our other populations.</p>	<p>Lack of focus on enrichment opportunities provided in addition to Tier 1 instruction.</p>

### Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p><b>1</b> According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.</p>	<p>There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.</p>
<p><b>2</b> Stagnant student performance at the Meets/Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.</p>	<p>Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.</p>

### Performance Objective 8 High Priority

The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 55% to 60% by June 2026. The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 56% to 61% by June 2026.

**Evaluation Data Source:** STAAR

#### Strategy 1

High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Strategy's Expected Result/Impact:** Effective, high-quality instruction will take place in every classroom on campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** School Processes & Programs 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

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### Strategy 2

Following the delivery of Tier 1 instruction, student mastery of TEKS will be monitored to identify those in need of Tier 2 interventions. Targeted support will be provided promptly in small group settings to address identified learning gaps.

**Strategy's Expected Result/Impact:** Implementation of targeted tiered interventions for reading and math using assessment data will increase student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC Staff

**Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 3

Implementation of strategic staffing through the Opportunity Culture model, providing extended student reach and enhanced coaching support to address learning gaps and accelerate student achievement.

**Strategy's Expected Result/Impact:** Through effective coaching and student reach from our Team Reach Teachers, Master Team Reach Teacher, and MCLs student achievement will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC staff

**Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

## Formative Reviews

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### Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd and 6th grade.

The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.

2

There is a large discrepancy in data for reading meets and masters between the 3rd and 4th grade.

The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.

3

Franks meets and masters percentage for our white population is significantly lower than our other populations.

Lack of focus on enrichment opportunities provided in addition to Tier 1 instruction.

### Performance Objective 8 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.

There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.

2

Stagnant student performance at the Meets/Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.

Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.

### Performance Objective 9

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

## Strategy 1

Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency.

**Staff Responsible for Monitoring:** dyslexia teacher, teacher, and principal

### Formative Reviews

Moderate Progress

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## Strategy 2

Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.

### Formative Reviews

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## Strategy 3

Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.

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

## Performance Objective 1 High Priority HB3 Goal

The campus Domain I- Student Achievement scale score will increase from 75% to 83% by 2026.

Evaluation Data Source: TEA Accountability Report

### Strategy 1

Conduct consistent instructional rounds and walkthroughs, providing targeted feedback focused on student engagement, instructional rigor, and alignment to learning objectives

**Strategy's Expected Result/Impact:** Weekly PLCs to unpack standards and plan rigorous lessons. Use lesson internalization protocols

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** Student Learning 1, 2, 3

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews

Some Progress

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### Strategy 2

Following the delivery of Tier 1 instruction, student mastery of TEKS will be monitored to identify those in need of Tier 2 interventions. Targeted support will be provided promptly in small group settings to address identified learning gaps.

**Strategy's Expected Result/Impact:** By providing timely, data-driven interventions during and outside of school hours, students will be provided more opportunities to master the content.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** Student Learning 1, 2, 3

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

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### Strategy 3

Regularly monitor student performance through ongoing progress monitoring and daily analysis of exit ticket data, using the results to inform and adjust small group instruction to meet student needs.

**Strategy's Expected Result/Impact:** Through weekly data meetings, public displays of data tracking, and strategic planning students achievement will increase.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** Student Learning 1, 2, 3

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

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### Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a large discrepancy in data for math meets and masters between the 4th grade team and 3rd and 6th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
2	There is a large discrepancy in data for reading meets and masters between the 3rd and 4th grade.	The lack of time to collaborate and build teacher capacity for extension and higher rigor was not present.
3	Franks meets and masters percentage for our white population is significantly lower than our other populations.	Lack of focus on enrichment opportunities provided in addition to Tier 1 instruction.

# Goal 3

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

## Performance Objective 1 High Priority

By the end of the 2025-2026 school year, at least 100% of students in grades K-6 will demonstrate growth in foundational academic skills, critical thinking, and career awareness as measured by district literacy and math benchmarks, student interest inventories, and participation in college- and career-readiness activities, in order to prepare them for future secondary and postsecondary success.

**Evaluation Data Source:** STAAR, District and Campus Benchmarks, College and Career Events, Parent Engagement Events

### Strategy 1

Monitor progress through weekly PLCs of student work samples, daily mastery of Tier I instruction, and data reviews.

**Staff Responsible for Monitoring:** Teachers, Administrators

**Problem Statements:** School Processes & Programs 2 - Perceptions 1

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

#### Formative Reviews

Considerable Progress

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### Strategy 2

Using HQIM (High Quality Instructional Materials) to build strong literacy and math foundations aligned with college and career readiness standards.

**Staff Responsible for Monitoring:** Teachers, Administrators

**Problem Statements:** School Processes & Programs 2 - Perceptions 1

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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### Strategy 3

Integrating career exploration activities into core content lessons (guest speakers, career days, virtual field trips) and promote goal-setting and reflection activities for students after every major assessment.

**Staff Responsible for Monitoring:** Teachers, Counselor, Administrators

**Problem Statements:** School Processes & Programs 2 - Perceptions 1

**Funding Sources:** 211 Title 1,

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement	Root Cause
<b>2</b>	Stagnant student performance at the Meets/Masters level show a need for students to get daily intervention and enrichment support to fill gaps and extend learning.
	Students are not coming with grade level ready skills due to grade level mastery not being achieved the year before. Students need daily opportunities to access learning that will fill gaps and allow them to think deeper.

**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement	Root Cause
<b>1</b>	There is a lack of opportunity for the community (families, staff, and students) to provide input on how to improve the school environment/experience.
	The campus does not hold consistent stakeholder meetings.

# Goal 4

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

## Performance Objective 1 High Priority HB3 Goal

The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 71% to 80% by the end of June 2026.

Evaluation Data Source: TAPR

### Strategy 1

Instructional leaders will provide training and ongoing support so teachers can implement best practices for establishing and maintaining a strong classroom culture, maximize instructional time, and utilize strategies that results in increased student outcomes.

**Strategy's Expected Result/Impact:** The percentage of teachers that earn TIA designation will increase to 80%.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRTs

**Problem Statements:** School Processes & Programs 1

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 2

Instructional leaders including OC members will attend TLAC sessions and other district professional development opportunities, that align to coaching, in order to strengthen their capacity to support teacher growth and positively impact student achievement.

**Strategy's Expected Result/Impact:** The percentage of teachers that earn TIA designation will increase to 80%.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, MCL, MTRT

**Problem Statements:** School Processes & Programs 1

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 3

Utilizing the Get Better Faster Scope and Sequence, teacher observations will be conducted to identify instructional trends. Data will be analyzed to inform and guide targeted professional development clinics aligned to identified teacher needs.

**Strategy's Expected Result/Impact:** Teachers will be trained by high-quality effective teachers in specific areas, allowing time for peer observations, which will increase teacher capacity and positively impact student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, OC Staff

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

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### Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

According to evaluations and teacher feedback, some teachers have not or feel they have not shown growth over the course of the year in multiple dimensions.

There is a lack of consistent coaching and feedback sessions held by administration and the literacy strategist.



# Funding Summary

# Funding Summary

## 255 Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$0.00
				<b>+/- Difference</b>	\$0.00

## 211 Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$0.00
1	1	3		--	\$0.00
1	2	1		--	\$0.00
1	2	2		--	\$0.00
1	2	3		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
1	3	3		--	\$0.00
1	4	1		--	\$0.00
1	4	2		--	\$0.00
1	4	3		--	\$0.00
1	5	1		--	\$0.00
1	5	2		--	\$0.00
1	5	3		--	\$0.00
1	6	1		--	\$0.00
3	1	3		--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$83,755.00
				<b>+/- Difference</b>	<b>\$83,755.00</b>

# 199 Local

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2		--	\$0.00
1	1	3		--	\$0.00
1	2	1		--	\$0.00
1	2	2		--	\$0.00
1	2	3		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
1	3	3		--	\$0.00
1	4	1		--	\$0.00
1	4	2		--	\$0.00
1	4	3		--	\$0.00
1	5	1		--	\$0.00
1	5	2		--	\$0.00
1	5	3		--	\$0.00
1	6	1		--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$69,090.00
				<b>+/- Difference</b>	<b>\$69,090.00</b>

# 263 Title III, Bilingual

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$0.00
				<b>+/- Difference</b>	\$0.00

## SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

## CTE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

## IDEA - Special Ed.

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

## Donations

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

## PTA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

## Grants

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

## Other

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

## Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

## 263 Title III, Immigrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

## BEA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

# SAF

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<hr/>					
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$0.00
				<b>+/- Difference</b>	\$0.00



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect	--	--	Erin Bueno	7/17/2025
Coordinated Health Program	Seybert	--	Erin Bueno	7/17/2025

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