Garland Independent School District

Abbett Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Together, our mission at Abbett Elementary is to create a superior elementary education experience for diverse students and families because foundational learning paves the way for a bright future.

Vision

Activating academic excellence, one student at a time

Value Statement

At Abbett, we believe:

- All students can learn
- Mentoring students--not just teaching--makes a huge difference
- Our purpose is to grow young minds into critical thinkers and problem-solvers
- Everyone who comes to Abbett should feel welcomed
- School should be challenging . . . and fun

At Abbett, we value:

- love of learning
- perseverance
- kindness
- team work
- self-regulation
- gratitude

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 5
Student Learning 6
School Processes & Programs 7
Perceptions 8
Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 11
Goals 13
Goal 1: Abbett Elementary will increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2025-2026 target: 50%). 13
Goal 2: Abbett Elementary will increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2025-2026 target: 47%). 18
Goal 3: Abbett Elementary will deliver high-quality early learning experiences that prioritize vocabulary development and support growth in early math and reading skills, ensuring that PreK students build a strong foundation for future academic success. By May 2026, at least 85% of Abbett Elementary PreK students will demonstrate proficiency across all CIRCLE assessment measures to ensure readiness for kindergarten. 20
Goal 4: Abbett Elementary will strengthen 1st grade literacy and mathematics by ensuring all students build strong foundational skills in phonics, vocabulary, comprehension, number sense, and problem solving. By May 2026, at least 63% of Abbett Elementary's first-grade students will score at or above grade level on the End-of-Year iReady Reading assessment, an increase from 15% at the Beginning-of-Year assessment; at least 60% of 1st grade students at Abbett Elementary will score at or above grade level on the End-of-Year iReady Math assessment, an increase from 7% at Beginning-of-Year. 25
Goal 5: Abbett Elementary will increase English language proficiency for Emergent Bilingual (EB) students by providing high-quality instruction in listening, speaking, reading, and writing across all content areas. By May 2026, the percentage of Emergent Bilingual students at Abbett Elementary scoring at the Advanced or Advanced High levels on the TELPAS composite rating will increase from 36% in 2025 to 50% in 2026. 31
Goal 6: Abbett Elementary will strengthen parent and family engagement by creating meaningful opportunities for collaboration, communication, and involvement that build trust and support student success. By May 2026, 80% or more of students, teachers and parents will report favorable responses about their Abbett experience an EOY survey, reflecting increased satisfaction with family engagement opportunities and campus communication. 33
Goal 7: By May 2026, Abbett Elementary will increase student attendance from 95.61% in 2024-2025 to 96% or higher, as measured by Average Daily Attendance (ADA). 41
Goal 8: Abbett Elementary will increase the percentage of 4th and 5th grade students achieving Meets Grade Level on STAAR Reading, Math, and Science to at least 60% by May 2026. 43
Title I Personnel 45
Campus Improvement Team 46
Campus Funding Summary 47

Comprehensive Needs Assessment

Revised/Approved: June 2, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Abbett Elementary School

2025 - 2026

The Comprehensive Needs Assessment (CNA) process for this year commenced in May 2025 and continued throughout June 2025. A diverse group of essential stakeholders was assembled to form committees and subcommittees, each tasked with reviewing one of the four CNA domains. Each group received a designated area of focus along with the CNA Planning Tool to guide their analysis. We had all teachers and some paras participate in the CNA process, including parents, community, and business members.

Over the course of several meetings, the teams collaboratively evaluated and analyzed relevant data, identified root causes, developed corresponding problem statements, and identified needs within their respective domains. Based on preliminary TELPAS data, high-priority needs such as emergent bilingual students' language acquisition were identified.

These findings were documented in the CNA Prioritization Planning Tool. The committees then reconvened to present their domain-specific findings and collaboratively prioritize the identified problem statements. This comprehensive analysis informed the subsequent updates to the Campus Improvement Plan, ensuring alignment with our most critical areas of need and strategic focus.

The Comprehensive Needs Assessment (CNA) was uploaded to the Plan4Learning platform under the Needs Assessment/Goals section of the Campus Improvement Plan (CIP) and to the Title 1 crate within the CNA Meeting and Documentation section.

Demographics

Demographics Summary

Abbett Elementary School is a Title 1 campus in Garland, Texas. We opened in 1989 and have a student count of **710**. Abbett has an effective school-wide parent/ teacher communication platform. Our district-required programs are aligned with student needs, but our campus after-school programs can be improved to include more K-2 students and more streamlined dismissal procedures for those programs. PEIMS report indicates that we have a diverse population: Hispanic **40**%, White **22**%, African American **18**%, Asian 13**%**, Two or more 6**%**, American Indian 0.6**%,** and Native Hawaiian 0.4**%**.

Our special populations include: economically disadvantaged **61**%, Emergent Bilingual Students 35**%**, Special Education **14%,** GT 3**%, Section 504 5%,** Title 1 **100%**, McKinney Vento 1.2**%**, Migrant **0%,** At Risk 51%, Immigrant 10%. Regarding our staff: 100% of our teaching staff have a bachelor's degree; 29% of our teacher/professional staff have a master's degree; the average years of experience teaching is 10.21 years.

Demographics Strengths

Our strengths:

- 100% of students who are below the 21st percentile receive intervention, dyslexia services, special education resource class, and/or tiered small group instruction
- 15% of office referrals resulted in exclusionary consequences
- 10.21 years is the average years of teaching experience of Abbett teachers
- Weekly newsletters and Class Dojo are effective school-wide parent/teacher communication platforms

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Discipline data shows an increase behavior incident office referrals this past year.
Root Cause: A lack of consistent implementation of proactive behavior systems, such as PBIS routines and positive reinforcement, has contributed to an increase in office referrals. Variability in classroom management practices and insufficient reteaching of expectations, has led to students demonstrating more disruptive behaviors that escalate to the offi

Problem Statement 2: Demographic data indicate that enrollment of immigrant students at Abbett is increasing. However, current campus celebrations and events do not consistently reflect or include the full range of cultures represented in our student body.
Root Cause: Campus celebrations have relied on traditional or recurring events without systematically incorporating input from all cultural groups represented at Abbett.

Student Learning

Student Learning Summary

Student performance follows:

- Overall STAAR 75% at Approaches, 49% at Meets, 26% at Masters; we have improved our Domain 1 from 70 to 77, and Domains 2 and 3 have increased to 91 and 90. Abbett is now an A-rated campus.
- Reading STAAR 77% at Approaches, 58% at Meets, 31% at Masters
- Math STAAR 75% at Approaches, 49% at Meets, 26% at Masters
- Science STAAR 66% at Approaches, 24% at Meets, 12% at Masters; this is a D1 increase of 6 points from last year
- 36% of Emergent Bilingual students scored at Advanced or Advanced High on TELPAS; this is a 1% increase from last year

Student Learning Strengths

Our strengths:

- Our Domain 1 score increased from 71 to 77 from 23-24 to 24-25
- 31% of 3rd students scored at Masters Grade Level on 3rd grade Math STAAR; this is a 20-point increase from the previous year
- 65% of 4th students scored at Meets Grade Level on 4th grade Reading STAAR; this is a 23-point increase from the previous year

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 58% of students scored at Meets Grade Level on Reading STAAR, with African American students at 55%, Hispanic students at 53% and students with special education services at 33%.
Root Cause: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.

Problem Statement 2 (Prioritized): 49% of students scored at Meets Grade Level on Math STAAR, with African American students at 47%, Hispanic students at 40% and students with special education services at 17%.
Root Cause: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.

Problem Statement 3 (Prioritized): 24% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 21%, Hispanic students at 13%, and students with special education services at 4%.
Root Cause: Lesson and unit planning lack alignment to the rigor of TEKS as defined by STAAR.

Problem Statement 4 (Prioritized): 53% of 1st grade students met their expected goal in math and reading on EOY testing (NOTE: iReady data will be used for 25 -25).
Root Cause: Lesson and unit planning lack alignment to the rigor of the TEKS; data collection processes need revision.

Problem Statement 5: Only 12% of Abbett preK students met growth on CIRCLE in Reading, and 36% in math.
Root Cause: Lesson and unit planning lack alignment to the rigor of Texas PreK guidelines.

School Processes & Programs

School Processes & Programs Summary

Our campus improvement team, with parent involvement, met quarterly to analyze progress toward goals and develop a strategic plan to address needs. A baseline for data is created using BOY iReady and mCLASS. PLCs were utilized to track the progress of the lowest SEs and the learning continuum. Programs for students include robotics, honor choir, art club, and Scouts. These activities were implemented to support our mission of encouraging a strong community, problem-solving, cooperative learning, and family relationships.

Our at-risk students were provided with multiple opportunities for improvement, such as intervention, tutorials, and small group instruction. Teachers individualize student programs based on educational needs. Professional development opportunities are provided for staff throughout the school year, including a book study on pedagogy. SEL is utilized to develop a classroom culture of expectations. Class Dojo is used to provide feedback on behavior expectations and as a tool to show off fun activities in which students are involved.

School Processes & Programs Strengths

Our strengths:

- Teachers and administrators participate in data-driven PLCs to guide instruction.
- Our campus instructional programming strongly emphasizes tier 1 instruction, including consistent implementation of the gradual release model of instruction.
- Abbett students read and write every day in every content area.
- We provide special programs that enhance students' learning experience at Abbett—through clubs such as robotics, honor choir, Scouts and through special programs throughout the year, such as the mobile dairy demonstration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): TELPAS scores for 24-25 show that only 11% of Emergent Bilingual students are scoring in the Advanced High proficiency level, and 43% of Emergent Bilingual students progressed at least one proficiency level.
Root Cause: lack of instructional strategies addressing content-specific skills and comprehensive language development

Problem Statement 2 (Prioritized): School attendance has remained below the 95% goal for the past three years (94.7% in 2022-23, 94.3% in 2023-24, and 94.1% in 2024-25).
Root Cause: Current campus attendance initiatives have not fully addressed the range of factors influencing daily student attendance.

Perceptions

Perceptions Summary

Parents are partners with teachers at Abbett. Abbett staff communicates with parents often on Dojo (which automatically translates into a parent's language of preference). Administration and counselors also use the Class Dojo School Story often to share campus news and the weekly newsletter. Abbett's PTA is an active and robust part of Abbett's culture. Families can come to Abbett one day of the week to eat lunch with their students. Parents have said they appreciate being welcomed and enjoy having lunch with students. Our Watch D.O.G.s program is also thriving. Many dads and granddads volunteer at Abbett often and support our students.

We have established a community partnership with Lazy Dog restaurant. We had many parents and families participate in campus events, such as outdoor learning, trunk or treat, field day, etc.

Over 80 parents completed the Spring Panorama survey. Data shows that 57% of parents answered favorably about their child's learning behaviors at home, an increase from last year. 46% of families answered favorably that their students are organized for school.

Perceptions Strengths

Our strengths:

- 94% of parents feel welcome at Abbett.
- 90% of parents are confident in their ability to support their child's learning at home
- 94% of parents receive information in a language they can understand.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent survey results show that only 46% of Abbett parents responded favorably when asked if their child reads for fun outside of school.
Root Cause: Current campus literacy initiatives emphasize academic reading but provide limited opportunities, resources, and encouragement for fostering a culture of reading for enjoyment beyond the classroom.

Problem Statement 2: Teacher EOY survey shows that some teachers feel that a lack of student discipline negatively impacts the classroom environment.
Root Cause: Lack of emotional regulation strategies and guidance for emotion regulation

Priority Problem Statements

Problem Statement 1: 49% of students scored at Meets Grade Level on Math STAAR, with African American students at 47%, Hispanic students at 40% and students with special education services at 17%.

Root Cause 1: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 24% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 21%, Hispanic students at 13%, and students with special education services at 4%.

Root Cause 2: Lesson and unit planning lack alignment to the rigor of TEKS as defined by STAAR.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 58% of students scored at Meets Grade Level on Reading STAAR, with African American students at 55%, Hispanic students at 53% and students with special education services at 33%.

Root Cause 3: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Parent survey results show that only 46% of Abbett parents responded favorably when asked if their child reads for fun outside of school.

Root Cause 4: Current campus literacy initiatives emphasize academic reading but provide limited opportunities, resources, and encouragement for fostering a culture of reading for enjoyment beyond the classroom.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: TELPAS scores for 24-25 show that only 11% of Emergent Bilingual students are scoring in the Advanced High proficiency level, and 43% of Emergent Bilingual students progressed at least one proficiency level.

Root Cause 5: lack of instructional strategies addressing content-specific skills and comprehensive language development

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 53% of 1st grade students met their expected goal in math and reading on EOY testing (NOTE: iReady data will be used for 25 -25).

Root Cause 6: Lesson and unit planning lack alignment to the rigor of the TEKS; data collection processes need revision.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Discipline data shows an increase behavior incident office referrals this past year.

Root Cause 7: A lack of consistent implementation of proactive behavior systems, such as PBIS routines and positive reinforcement, has contributed to an increase in office referrals. Variability in classroom management practices and insufficient reteaching of expectations, has led to students demonstrating more disruptive behaviors that escalate to the offi

Problem Statement 7 Areas: Demographics

Problem Statement 8: School attendance has remained below the 95% goal for the past three years (94.7% in 2022-23, 94.3% in 2023-24, and 94.1% in 2024-25).

Root Cause 8: Current campus attendance initiatives have not fully addressed the range of factors influencing daily student attendance.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 1, 2025

Goal 1: Abbett Elementary will increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2025-2026 target: 50%).

Performance Objective 1: Foundations

High Priority

Evaluation Data Sources: 2026 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers and specialists will provide differentiated learning activities to all students based on student achievement data (iReady/mCLASS for grade K) to accelerate student performance based on specific student targets. Students will be engaged in small group, rigorous, differentiated learning activities based on their iReady, STAAR, and curriculum-based assessment data to specifically target and support individual student needs. Special population data will be considered when evaluating instructional strategies. **Strategy's Expected Result/Impact:** 70% of K-5 students will meet their stretch growth on EOY Reading iReady. 70% of K students will score at benchmark or above on EOY mCLASS. **Staff Responsible for Monitoring:** Teachers, administrators, counselor, IST **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will receive follow-up training in Content-Based Language Instruction (CBLI) and consistently incorporate effective methods, such as sentence stems, academic vocabulary development, visuals, writing strategies, and small group purposeful talk. **Strategy's Expected Result/Impact:** 80% of Abbett EB students will progress at least one proficiency level on TELPAS 2026. **Staff Responsible for Monitoring:** Teachers, administrators, IST **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Emergent Bilingual students and students with IEPs will consistently utilize differentiated supports to assist in accessing grade-level content and skills for Reading/Language Arts. **Strategy's Expected Result/Impact:** 60% of EB students will score at the meets grade level standard on STAAR Reading. 35% of special education students will score at the meets grade level standard on STAAR Reading. **Staff Responsible for Monitoring:** Teachers, administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: K-2 teachers will implement daily targeted small group instruction to increase decoding skills. **Strategy's Expected Result/Impact:** 70% of students will meet or exceed their stretch growth on EOY Reading iReady. 80% of K students will score On Grade Level for decoding on EOY mClass. **Staff Responsible for Monitoring:** Teachers, administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The campus will host a parent night in the fall at which parents will learn about the core curriculum, opportunities for intervention/enrichment, campus policies/procedures, student assessments, Title I program, and campus initiatives. Families will have multiple opportunities to participate in campus events, such as parent-teacher conferences and monthly PTA events with parent education classes. **Strategy's Expected Result/Impact:** 55% of Abbett families will attend the event, and 75% of parents will answer favorably about their perceptions of their child's learning-related behaviors at home on the EOY Parent Survey. **Staff Responsible for Monitoring:** Administrators, teachers, ST, counselor **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Teachers will complete professional development in writing by completing a book study using the text _The Writing Revolution_. Teachers will apply their professional learning to their teaching practice. **Strategy's Expected Result/Impact:** 70% of students will meet their stretch growth on EOY iReady Reading. Walkthrough data will show at least 80% of teachers proficient in 2.2 Content Knowledge and Expertise EOY TTESS Summary Data will show at least 80% of teachers proficient in Domain 2.2 Content Knowledge and Expertise **Staff Responsible for Monitoring:** Teachers, administrators, ELST, CST **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** The Writing Revolution - 2nd - 5th RLA teachers - 6300 Supplies and Materials- Title I Funds - $285				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: The campus will provide designated planning days for K-3 teachers to collaborate with administrators and the support teacher. Planning will focus on aligning daily lessons and small-group activities to TEKS rigor, integrating the Tier 2 Vocabulary Plan, and embedding phonics and comprehension strategies from the Foundations curriculum. **Strategy's Expected Result/Impact:** Dedicated planning time ensures that K-3 teachers are aligned in pacing, lesson design, and targeted interventions. This consistency strengthens Tier 1 instruction, accelerates literacy growth in early grades, and builds a strong foundation for future STAAR success in 3rd grade Reading. **Staff Responsible for Monitoring:** Administration **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Subs to cover teacher planning days - 6100 Payroll- Title I Funds - $1,590				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 58% of students scored at Meets Grade Level on Reading STAAR, with African American students at 55%, Hispanic students at 53% and students with special education services at 33%. **Root Cause**: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.
Problem Statement 2: 49% of students scored at Meets Grade Level on Math STAAR, with African American students at 47%, Hispanic students at 40% and students with special education services at 17%. **Root Cause**: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.
Problem Statement 3: 24% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 21%, Hispanic students at 13%, and students with special education services at 4%. **Root Cause**: Lesson and unit planning lack alignment to the rigor of TEKS as defined by STAAR.
Problem Statement 4: 53% of 1st grade students met their expected goal in math and reading on EOY testing (NOTE: iReady data will be used for 25 -25). **Root Cause**: Lesson and unit planning lack alignment to the rigor of the TEKS; data collection processes need revision.
School Processes & Programs
Problem Statement 1: TELPAS scores for 24-25 show that only 11% of Emergent Bilingual students are scoring in the Advanced High proficiency level, and 43% of Emergent Bilingual students progressed at least one proficiency level. **Root Cause**: lack of instructional strategies addressing content-specific skills and comprehensive language development

Perceptions

Problem Statement 1: Parent survey results show that only 46% of Abbett parents responded favorably when asked if their child reads for fun outside of school. **Root Cause**: Current campus literacy initiatives emphasize academic reading but provide limited opportunities, resources, and encouragement for fostering a culture of reading for enjoyment beyond the classroom.

Goal 2: Abbett Elementary will increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2025-2026 target: 47%).

Performance Objective 1: Foundations

Evaluation Data Sources: STAAR April 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will implement the Eureka Math curriculum with fidelity, emphasizing number sense, problem solving, and critical thinking. Students will consistently use the Read-Draw-Write-Solve (RDWS) method to strengthen reasoning and perseverance in solving multi-step problems. Daily fact fluency practice will support automaticity and allow students to focus on more complex concepts. **Strategy's Expected Result/Impact:** Students will build a strong foundation in number sense and problem solving, leading to greater confidence and improved performance on grade-level math tasks and STAAR. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: During a daily WIN (What I Need) time, students will work on their iReady Math pathways and personalized lessons with the teacher based on identified needs. Instruction will be adjusted using classroom data, exit tickets, and iReady results to provide targeted support and close learning gaps. **Strategy's Expected Result/Impact:** WIN time will accelerate growth by addressing individual learning needs, helping struggling students catch up while challenging on-level and advanced learners to extend their skills. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will participate in a professional book study of Teaching Student-Centered Mathematics and apply its strategies in daily instruction. In PLCs, teachers will analyze student work, identify misconceptions, and plan reteach opportunities. Teams will also collaborate on upcoming Eureka Math lessons to ensure TEKS alignment, clarity of success criteria, and anticipation of student challenges. **Strategy's Expected Result/Impact:** Teachers will apply their learning to their teaching practice, which will result in most Abbett teachers scoring Proficient or higher in TTESS Domain 2.2 Content Knowledge and Expertise. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.53, 2.534 **Problem Statements:** Student Learning 2 **Funding Sources:** _Teaching Student-Centered Mathematics_ - 6300 Supplies and Materials- Title I Funds - $848				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 49% of students scored at Meets Grade Level on Math STAAR, with African American students at 47%, Hispanic students at 40% and students with special education services at 17%. **Root Cause**: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.

Goal 3: Abbett Elementary will deliver high-quality early learning experiences that prioritize vocabulary development and support growth in early math and reading skills, ensuring that PreK students build a strong foundation for future academic success. By May 2026, at least 85% of Abbett Elementary PreK students will demonstrate proficiency across all CIRCLE assessment measures to ensure readiness for kindergarten.

Performance Objective 1: Foundations

Evaluation Data Sources: CIRCLE assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Abbett Elementary will implement a campus-wide Tier 2 vocabulary plan in PreK classrooms by embedding explicit vocabulary instruction into daily lessons, using interactive read-alouds, intentional small-group activities, and visual supports. Teachers will track student progress through CIRCLE checkpoints and collaborate in PLCs to adjust instruction and provide targeted interventions, ensuring that all students strengthen vocabulary knowledge as the foundation for early literacy. **Strategy's Expected Result/Impact:** Embedding consistent Tier 2 vocabulary instruction will build students' word knowledge, enabling them to comprehend texts more deeply, express ideas with precision, and establish a foundation for future reading and academic success. **Staff Responsible for Monitoring:** Admin, Support Teacher, Teachers **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will integrate Content-Based Language Instruction (CBLI) strategies to support Emergent Bilingual PreK students, including the use of visuals, gestures, sentence frames, and structured partner talk. Instructional supports will be differentiated to ensure EB students access grade-level vocabulary while developing oral language proficiency. **Strategy's Expected Result/Impact:** CBLI strategies will increase language access for EB students, narrowing vocabulary gaps and ensuring equitable opportunities for them to demonstrate growth across CIRCLE measures, particularly in vocabulary development. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.53, 2.534, 2.535 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Instructional leaders will conduct regular walkthroughs and coaching cycles focused on early language and vocabulary instruction, providing feedback and modeling strategies aligned to the Texas PreK Guidelines and the Science of Teaching Reading. PLCs will use this data to refine instructional practices and share best strategies. **Strategy's Expected Result/Impact:** Ongoing coaching and monitoring will ensure high-quality, consistent vocabulary instruction across classrooms, accelerating growth on CIRCLE measures and reducing variability in student outcomes. **Staff Responsible for Monitoring:** Administration **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 53% of 1st grade students met their expected goal in math and reading on EOY testing (NOTE: iReady data will be used for 25 -25). **Root Cause**: Lesson and unit planning lack alignment to the rigor of the TEKS; data collection processes need revision.
School Processes & Programs
Problem Statement 1: TELPAS scores for 24-25 show that only 11% of Emergent Bilingual students are scoring in the Advanced High proficiency level, and 43% of Emergent Bilingual students progressed at least one proficiency level. **Root Cause**: lack of instructional strategies addressing content-specific skills and comprehensive language development

Goal 3: Abbett Elementary will deliver high-quality early learning experiences that prioritize vocabulary development and support growth in early math and reading skills, ensuring that PreK students build a strong foundation for future academic success. By May 2026, at least 85% of Abbett Elementary PreK students will demonstrate proficiency across all CIRCLE assessment measures to ensure readiness for kindergarten.

Performance Objective 2: Foundations

Evaluation Data Sources: CIRCLE assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: PreK teachers will implement daily, hands-on math routines that focus on number sense, counting, subitizing, and comparing quantities. Activities will include math talks, manipulatives, and real-life problem-solving opportunities embedded into whole group time and centers. **Strategy's Expected Result/Impact:** Engaging students in concrete, daily math routines builds a deep understanding of numbers and operations, helping them develop the foundational numeracy skills needed for kindergarten readiness. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will use small-group, data-driven instruction during math centers to target specific numeracy skills identified through CIRCLE checkpoints. Instruction will be differentiated using manipulatives, visual models, and scaffolded questioning. **Strategy's Expected Result/Impact:** Targeted small-group instruction ensures students receive personalized support, closing skill gaps more effectively and accelerating growth toward grade-level numeracy proficiency. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Families will be provided with simple home numeracy activities--such as number games, counting routines, and shape hunts--through monthly newsletters and family math nights. Teachers will share strategies for integrating math talk into daily routines at home. **Strategy's Expected Result/Impact:** Strengthening family engagement in early math promotes consistent practice beyond the classroom, reinforcing key numeracy concepts and boosting student confidence and success on the CIRCLE assessment. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: 53% of 1st grade students met their expected goal in math and reading on EOY testing (NOTE: iReady data will be used for 25 -25). **Root Cause**: Lesson and unit planning lack alignment to the rigor of the TEKS; data collection processes need revision.

Goal 4: Abbett Elementary will strengthen 1st grade literacy and mathematics by ensuring all students build strong foundational skills in phonics, vocabulary, comprehension, number sense, and problem solving. By May 2026, at least 63% of Abbett Elementary's first-grade students will score at or above grade level on the End-of-Year iReady Reading assessment, an increase from 15% at the Beginning-of-Year assessment; at least 60% of 1st grade students at Abbett Elementary will score at or above grade level on the End-of-Year iReady Math assessment, an increase from 7% at Beginning-of-Year.

Performance Objective 1: Foundations

Evaluation Data Sources: iReady EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Abbett Elementary will implement the Foundations curriculum with fidelity, ensuring that daily lessons provide explicit instruction in phonics, phonemic awareness, and comprehension. Teachers will embed the campus Tier 2 Vocabulary Plan into literacy routines to strengthen language development, while structured read-alouds and interactive discussions will be used to build background knowledge and comprehension skills. Ongoing professional development and coaching will support teachers in delivering the new curriculum effectively and consistently. **Strategy's Expected Result/Impact:** Students will develop stronger foundational reading skills, including phonics, phonemic awareness, vocabulary, and comprehension. Consistent instructional practices, supported by coaching and professional development, will lead to greater instructional alignment across classrooms, increased student engagement in literacy, and measurable growth in reading proficiency. **Staff Responsible for Monitoring:** Admin, Support Teacher, Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: During daily WIN (What I Need) time, teachers will conduct data-driven small group instruction using iReady and classroom assessments to address specific reading gaps. Progress monitoring will take place every 2-3 weeks to track growth and guide instructional adjustments. Students who are not meeting grade-level benchmarks will receive Tier 2 and Tier 3 interventions aligned with the Science of Teaching Reading to ensure targeted support and accelerated progress. **Strategy's Expected Result/Impact:** Targeted instruction during WIN time will close skill gaps and accelerate growth for struggling readers. **Staff Responsible for Monitoring:** Support teacher, Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Professional Learning Communities (PLCs) will be used to analyze student data, plan reteach opportunities, and share best practices across teams. Classroom walkthroughs will provide feedback focused on the fidelity of Tier 1 instruction and the effectiveness of small groups, while coaching cycles will support teachers in implementing the new curriculum consistently and effectively. **Strategy's Expected Result/Impact:** Ongoing collaboration in PLCs, supported by classroom walkthroughs and coaching cycles, will strengthen instructional consistency across classrooms. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Abbett Elementary will strengthen family partnerships by hosting literacy nights to model strategies parents can use at home. Families will receive take-home reading practice activities aligned with the Foundations curriculum, and teachers will communicate student progress regularly while providing resources to support vocabulary and fluency at home. **Strategy's Expected Result/Impact:** By engaging families in literacy, students will benefit from increased practice and support at home. Parents will be better equipped to reinforce phonics, vocabulary, and fluency, creating a stronger school-home partnership. **Staff Responsible for Monitoring:** Administration, Support Teacher, Librarian **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** Books and materials for parent training - 6300 Parent Involvement. Supplies T1 - $2,323				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 53% of 1st grade students met their expected goal in math and reading on EOY testing (NOTE: iReady data will be used for 25 -25). **Root Cause**: Lesson and unit planning lack alignment to the rigor of the TEKS; data collection processes need revision.

Goal 4: Abbett Elementary will strengthen 1st grade literacy and mathematics by ensuring all students build strong foundational skills in phonics, vocabulary, comprehension, number sense, and problem solving. By May 2026, at least 63% of Abbett Elementary's first-grade students will score at or above grade level on the End-of-Year iReady Reading assessment, an increase from 15% at the Beginning-of-Year assessment; at least 60% of 1st grade students at Abbett Elementary will score at or above grade level on the End-of-Year iReady Math assessment, an increase from 7% at Beginning-of-Year.

Performance Objective 2: Foundations

Evaluation Data Sources: iReady EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Abbett Elementary will implement the Eureka Math curriculum with fidelity, ensuring lessons emphasize conceptual understanding, procedural fluency, and application. Students will be taught to use the Read-Draw-Write-Solve (RDWS) method consistently to strengthen reasoning and problem-solving skills. In addition, daily fact fluency practice will help students build automaticity with basic operations, supporting their ability to tackle more complex problems. **Strategy's Expected Result/Impact:** By implementing Eureka Math with fidelity and reinforcing the Read-Draw-Write-Solve (RDWS) method, students will strengthen their problem-solving skills and develop a deeper conceptual understanding of mathematics. Daily fact fluency practice will build automaticity, allowing students to apply their knowledge more confidently and efficiently when tackling complex math tasks. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: During a 30-minute daily WIN (What I Need) time, teachers will use iReady Math, classroom assessments, and exit tickets to identify learning gaps and provide targeted small-group instruction. Manipulatives, visuals, and math discourse will be incorporated to deepen understanding and meet the needs of diverse learners. Progress will be monitored every 2-3 weeks, and interventions will be adjusted to ensure all students are making measurable progress toward grade-level benchmarks. **Strategy's Expected Result/Impact:** Students will receive targeted small-group instruction designed to close learning gaps and strengthen foundational math skills. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will participate in a professional book study of Teaching Student-Centered Mathematics and apply their learning directly to their instructional practices. Professional Learning Communities (PLCs) will be used to analyze student work, identify misconceptions, and collaboratively plan reteach opportunities. Teams will also plan upcoming Eureka Math lessons together to ensure clarity of success criteria, alignment to standards, and proactive planning for anticipated student challenges. **Strategy's Expected Result/Impact:** Teachers will deepen their understanding of effective math practices and apply this learning directly to their teaching craft, which will result in the majority of Abbett teachers scoring Proficient or higher in TTESS Dimension 2.2 Content Knowledge and Expertise. Students will experience higher-quality instruction, stronger problem-solving opportunities, and improved outcomes in mathematics. **Staff Responsible for Monitoring:** Administration **Title I:** 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** _Teaching Student-Centered Mathematics_ - 6300 Supplies and Materials- Title I Funds - $774				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: 53% of 1st grade students met their expected goal in math and reading on EOY testing (NOTE: iReady data will be used for 25 -25). **Root Cause**: Lesson and unit planning lack alignment to the rigor of the TEKS; data collection processes need revision.

Goal 5: Abbett Elementary will increase English language proficiency for Emergent Bilingual (EB) students by providing high-quality instruction in listening, speaking, reading, and writing across all content areas. By May 2026, the percentage of Emergent Bilingual students at Abbett Elementary scoring at the Advanced or Advanced High levels on the TELPAS composite rating will increase from 36% in 2025 to 50% in 2026.

Performance Objective 1: Foundations

Evaluation Data Sources: TELPAS February/March 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: EB students will strengthen listening, speaking, reading, and writing skills through consistent use of the Summit program and frequent opportunities for oral language practice, including self-recordings, structured turn-and-talks, and academic discourse. **Strategy's Expected Result/Impact:** Regular practice across all four language domains will accelerate English acquisition and raise TELPAS performance levels. **Staff Responsible for Monitoring:** Administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Summit Program - 6300 Supplies and Materials- Title I Funds - $6,274				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Throughout the year, teachers will engage in professional development focused on supporting Emergent Bilingual students, including Content-Based Language Instruction (CBLI) strategies and oral language development. **Strategy's Expected Result/Impact:** Ongoing professional development will equip teachers with practical strategies to integrate language supports into daily instruction, resulting in more equitable participation for EB students, stronger access to grade-level content, and improved outcomes on TELPAS and classroom assessments. **Staff Responsible for Monitoring:** Administration **Title I:** 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: TELPAS scores for 24-25 show that only 11% of Emergent Bilingual students are scoring in the Advanced High proficiency level, and 43% of Emergent Bilingual students progressed at least one proficiency level. **Root Cause**: lack of instructional strategies addressing content-specific skills and comprehensive language development

Goal 6: Abbett Elementary will strengthen parent and family engagement by creating meaningful opportunities for collaboration, communication, and involvement that build trust and support student success. By May 2026, 80% or more of students, teachers and parents will report favorable responses about their Abbett experience an EOY survey, reflecting increased satisfaction with family engagement opportunities and campus communication.

Performance Objective 1: Campus Culture and Climate

Evaluation Data Sources: Family, Student, and Teacher surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The campus will host Parent Education Nights such as Literacy Night and Math/Science Night, along with monthly family events, to provide parents with tools and strategies to support learning at home and to strengthen the school-home partnership. **Strategy's Expected Result/Impact:** Families will feel more confident in supporting their child's academic growth, and stronger relationships with the school will lead to higher engagement and satisfaction. **Staff Responsible for Monitoring:** Administration, Librarian **Title I:** 2.531 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The campus will maintain clear, consistent, and bilingual communication with families through newsletters, ClassDojo, the school website, and in-person meetings. **Strategy's Expected Result/Impact:** Parents will feel informed and valued, increasing their trust in the school and their willingness to participate in campus activities. **Staff Responsible for Monitoring:** Administration **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Host a PreK/Kindergarten Transition Night at the beginning of the school year where families meet teachers, tour classrooms, and participate in short activities that model daily routines (circle time, centers, dismissal). Provide parent sessions on readiness skills (self-help, independence, early literacy and math routines) and how to support them at home. Include opportunities for parents to ask questions, build relationships with staff, and connect with other families. **Strategy's Expected Result/Impact:** By giving families clear guidance and hands-on experiences at the start of the year, parents will feel more confident supporting their children's transition into school, and more Abbett families will know how they can get involved. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 - Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Host a 5th Grade to Middle School Transition Night in the spring, inviting families to hear directly from a panel of current middle school students about their experiences. Provide guided sessions for parents on academic expectations, schedules, extracurricular opportunities, and strategies to support students with organization, independence, and social-emotional growth. **Strategy's Expected Result/Impact:** 5th grade students and parents will feel prepared for middle school. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.51 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 53% of 1st grade students met their expected goal in math and reading on EOY testing (NOTE: iReady data will be used for 25 -25). **Root Cause**: Lesson and unit planning lack alignment to the rigor of the TEKS; data collection processes need revision.

Perceptions

Problem Statement 1: Parent survey results show that only 46% of Abbett parents responded favorably when asked if their child reads for fun outside of school. **Root Cause**: Current campus literacy initiatives emphasize academic reading but provide limited opportunities, resources, and encouragement for fostering a culture of reading for enjoyment beyond the classroom.

Goal 6: Abbett Elementary will strengthen parent and family engagement by creating meaningful opportunities for collaboration, communication, and involvement that build trust and support student success. By May 2026, 80% or more of students, teachers and parents will report favorable responses about their Abbett experience an EOY survey, reflecting increased satisfaction with family engagement opportunities and campus communication.

Performance Objective 2: Campus Culture and Climate

Evaluation Data Sources: Teacher Spring Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Abbett Elementary will implement ongoing, personalized professional development through coaching cycles, PLC collaboration, and mentoring for new and developing teachers. **Strategy's Expected Result/Impact:** Teachers will feel supported in their instructional practice, see growth in their professional capacity, and be more likely to remain at Abbett because they experience meaningful investment in their careers. **Staff Responsible for Monitoring:** Administration **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Abbett Elementary will implement a structured recognition program that highlights teacher achievements and contributions through monthly shout-outs, personalized notes from administrators, and opportunities for peer-to-peer appreciation. **Strategy's Expected Result/Impact:** By celebrating accomplishments both big and small, teachers will feel valued and seen for their hard work. This recognition fosters a positive school culture, strengthens morale, and increases teacher commitment to the campus community, leading to higher retention rates. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Abbett Elementary will utilize the Project GOAL mentorship program by pairing early-career and new-to-campus teachers with experienced teacher leaders. Mentorship will focus on classroom management, instructional planning, and work-life balance, with structured check-ins throughout the year. **Strategy's Expected Result/Impact:** When teachers feel supported and connected, they are more likely to thrive and stay. A strong mentorship system reduces isolation, accelerates professional growth, and builds a collaborative environment where teachers at all stages feel equipped and motivated to remain at Abbett. **Staff Responsible for Monitoring:** Support Teacher **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will participate in structured peer observations ("learning walks") to watch colleagues implement effective instructional strategies, including practices from campus book studies. Teachers will debrief afterward to reflect on application in their own classrooms. **Strategy's Expected Result/Impact:** By providing teachers with opportunities to see strong instruction in action, Abbett fosters a culture of shared practice and professional learning. Peer observations increase teacher confidence, spread effective strategies, and strengthen collaboration across grade levels, leading to higher teacher satisfaction and retention. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Administrators and the support teacher will conduct regular classroom walkthroughs and targeted observations, followed by timely, specific feedback conversations. Feedback will include follow-up monitoring to ensure implementation and support adjustments. **Strategy's Expected Result/Impact:** Impact Statement: Consistent, supportive feedback helps teachers refine their craft while feeling invested in and supported. When teachers see administrators engaged in their growth, they are more motivated to implement best practices and remain committed to Abbett. **Staff Responsible for Monitoring:** Administration **Title I:** 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Teachers will engage in ongoing coaching cycles with administrators and the support teacher, focusing on setting goals, modeling, co-teaching, and reflection. Coaching will align with identified needs from walkthroughs, T-TESS, and PLC data. **Strategy's Expected Result/Impact:** Coaching cycles provide individualized, job-embedded professional development that accelerates teacher growth. This structure builds teacher capacity, increases instructional consistency across classrooms, and strengthens Abbett's ability to retain highly effective teachers. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Campus leaders and the support teacher will use in-the-moment coaching strategies (e.g., whisper coaching, quick adjustments during instruction, or brief reflective pauses) to provide immediate, actionable support. **Strategy's Expected Result/Impact:** Real-time feedback increases the likelihood of immediate improvement and helps teachers see success in the moment. This reduces frustration, builds teacher confidence, and cultivates a growth-oriented culture that encourages teachers to stay and thrive at Abbett. **Staff Responsible for Monitoring:** Administration, Support Teacher **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Abbett Elementary will strengthen parent and family engagement by creating meaningful opportunities for collaboration, communication, and involvement that build trust and support student success. By May 2026, 80% or more of students, teachers and parents will report favorable responses about their Abbett experience an EOY survey, reflecting increased satisfaction with family engagement opportunities and campus communication.

Performance Objective 3: Campus Culture and Climate

Evaluation Data Sources: Student Spring Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Abbett Elementary will reinforce positive student behavior by using Glow Groups as a campus-wide PBIS incentive system. Staff will recognize students for meeting expectations by awarding points through QR code scans or cafeteria tickets, with Friday leaderboard updates and monthly Glow Group celebrations. **Strategy's Expected Result/Impact:** By rewarding positive choices in real time and building momentum toward monthly celebrations, students stay motivated to consistently demonstrate desired behaviors. This structure creates a culture of accountability, teamwork, and excitement, resulting in fewer discipline incidents, stronger peer relationships, and higher student engagement. **Staff Responsible for Monitoring:** PBIS Team, AP, AP Intern **Title I:** 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Abbett Elementary will strengthen student connections and social-emotional skills by pairing grade levels as Glow Buddies. Classes will meet monthly to participate in collaborative activities such as reading, teamwork challenges, and discussions around the campus character trait of the month. **Strategy's Expected Result/Impact:** When students have intentional opportunities to connect across grade levels, they build empathy, leadership skills, and a stronger sense of belonging to the Abbett community. This contributes to improved student behavior, enhanced social-emotional growth, and a supportive school culture where all students feel included. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.533 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Discipline data shows an increase behavior incident office referrals this past year. **Root Cause**: A lack of consistent implementation of proactive behavior systems, such as PBIS routines and positive reinforcement, has contributed to an increase in office referrals. Variability in classroom management practices and insufficient reteaching of expectations, has led to students demonstrating more disruptive behaviors that escalate to the offi

Goal 7: By May 2026, Abbett Elementary will increase student attendance from 95.61% in 2024-2025 to 96% or higher, as measured by Average Daily Attendance (ADA).

Performance Objective 1: Campus Culture and Climate

Evaluation Data Sources: ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The campus will hold weekly attendance awards, highlight attendance daily on morning announcements, and update a weekly bulletin board to celebrate classes with the highest attendance. **Strategy's Expected Result/Impact:** Consistent recognition will motivate students and classrooms to prioritize attendance, creating a positive culture where showing up to school every day is valued and celebrated. **Staff Responsible for Monitoring:** Assistant Principal, Assistant Principal Intern **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Parents will receive reminders and resources about the importance of attendance through ClassDojo posts, the weekly family newsletter, and in-person conversations at school events. **Strategy's Expected Result/Impact:** Regular, clear communication will increase parent awareness of how attendance impacts learning, leading to stronger family commitment to daily, on-time attendance. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will contact families when students have two or more consecutive absences, ensuring timely support and connection with parents. **Staff Responsible for Monitoring:** Teachers, Assistant Principal **Title I:** 2.51 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 58% of students scored at Meets Grade Level on Reading STAAR, with African American students at 55%, Hispanic students at 53% and students with special education services at 33%. **Root Cause**: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.
Problem Statement 2: 49% of students scored at Meets Grade Level on Math STAAR, with African American students at 47%, Hispanic students at 40% and students with special education services at 17%. **Root Cause**: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.
Problem Statement 3: 24% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 21%, Hispanic students at 13%, and students with special education services at 4%. **Root Cause**: Lesson and unit planning lack alignment to the rigor of TEKS as defined by STAAR.
Problem Statement 4: 53% of 1st grade students met their expected goal in math and reading on EOY testing (NOTE: iReady data will be used for 25 -25). **Root Cause**: Lesson and unit planning lack alignment to the rigor of the TEKS; data collection processes need revision.
School Processes & Programs
Problem Statement 2: School attendance has remained below the 95% goal for the past three years (94.7% in 2022-23, 94.3% in 2023-24, and 94.1% in 2024-25). **Root Cause**: Current campus attendance initiatives have not fully addressed the range of factors influencing daily student attendance.

Goal 8: Abbett Elementary will increase the percentage of 4th and 5th grade students achieving Meets Grade Level on STAAR Reading, Math, and Science to at least 60% by May 2026.

Performance Objective 1: Foundations

Evaluation Data Sources: April 2026 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The campus will provide days each semester for 4th and 5th grade teachers to collaboratively plan with administration and the support teacher. Planning will focus on aligning lessons to TEKS rigor, embedding the campus Tier 2 Vocabulary Plan, and anticipating student misconceptions. **Strategy's Expected Result/Impact:** Dedicated planning time allows teachers to align instruction more tightly with STAAR rigor, identify common gaps, and plan interventions before misconceptions take root. This increases teacher readiness, strengthens instructional quality, and directly impacts student mastery on STAAR. **Staff Responsible for Monitoring:** Administration **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** - 6100 Payroll- Title I Funds - $3,600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will implement targeted small-group instruction in reading, math, and science based on STAAR interim and classroom assessment data. Instructional leaders will monitor groups through walkthroughs and provide coaching support to ensure fidelity. **Strategy's Expected Result/Impact:** Purposeful small-group instruction addresses specific skill deficits and accelerates growth for students just below the Meets standard. By tailoring support, Abbett ensures more students are prepared to demonstrate proficiency on STAAR. **Staff Responsible for Monitoring:** Administration **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 58% of students scored at Meets Grade Level on Reading STAAR, with African American students at 55%, Hispanic students at 53% and students with special education services at 33%. **Root Cause**: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.
Problem Statement 2: 49% of students scored at Meets Grade Level on Math STAAR, with African American students at 47%, Hispanic students at 40% and students with special education services at 17%. **Root Cause**: Lesson and unit planning lack alignment with the rigor of TEKS as defined by STAAR.
Problem Statement 3: 24% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 21%, Hispanic students at 13%, and students with special education services at 4%. **Root Cause**: Lesson and unit planning lack alignment to the rigor of TEKS as defined by STAAR.

Title I Personnel

Name	Position	Program	FTE
Jennifer Nelson	Support Teacher	Title I, Part A Program	1.0

Campus Improvement Team

Committee Role	Name	Position
Principal	Stefani Blackman	Principal
Admin	Jill Hatfield	AP
Admin	Sussan Abraham	AP Intern
Counselor	Bindu Kandyil	Counselor
Teacher	Amy Schaefer	Specials
Teacher	Lisa Rowan	Teacher
Teacher	Dianna McBride	Teacher
Teacher	Lisa Malhiot	PreK
Teacher	Allie Lopes	Dyslexia
District Representative	Chastity Jackson	SPED Coordinator
Parent Representative	Mary Hernandez	Parent
Teacher	Jodie Hernandez	Teacher
Teacher	Abigail Garza Lopez	Teacher
Community Representative	Galitz Bobby	Community Member
Community Representative	Blackman Robert	Business Owner
Teacher	Heather Adams	Teacher

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 - PIC 24 State Comp Ed Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 - PIC 25 Bil../ESL State Allotment Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

6100 Payroll- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Subs to cover teacher planning days		$1,590.00
8	1	1			$3,600.00
				Sub-Total	$5,190.00
				Budgeted Fund Source Amount	$5,190.00
				+/- Difference	$0.00

6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	The Writing Revolution - 2nd - 5th RLA teachers		$285.00

6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	_Teaching Student-Centered Mathematics_		$848.00
4	2	3	_Teaching Student-Centered Mathematics_		$774.00
5	1	1	Summit Program		$6,274.00
				Sub-Total	$8,181.00
				Budgeted Fund Source Amount	$8,181.00
				+/- Difference	$0.00

6300 Parent Involvement. Supplies T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	4	Books and materials for parent training		$2,323.00
				Sub-Total	$2,323.00
				Budgeted Fund Source Amount	$2,323.00
				+/- Difference	$0.00
				Grand Total Budgeted	$15,694.00
				Grand Total Spent	$15,694.00
				+/- Difference	$0.00