# Hutto Independent School District

# Ray Elementary School

# 2024-2025 Campus Improvement Plan



# Mission Statement

We aspire to be an inclusive learning community where we provide opportunities for students and families to capture their greatness and reach their highest potential.

# Vision

Ray Elementary...developing life long learners and innovative leaders.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ray Elementary is one of four dual-language campuses in the Hutto Independent School District (HISD). Ray Elementary provides a two-way dual language program for students in Kindergarten through fifth grade and a one-way dual language program for prekindergarten students.

| STUDENTS | |
|---|---|
| | |
| | .3% |
| PRE-K | 7.59% |
| KG | 13.16% |
| 1ST | 16.71% |
| 2ND | 13.54% |
| 3RD | 15.32% |
| 4TH | 16.46% |
| 5TH | 17.22% |
| TOTAL | 790 |

Ray Elementary will continue following the Dual Language Program established by the District. In this model, students in Pre-kindergarten receive 90% instruction in Spanish and 10% instruction in English. Kinder-5th Grade students receive 50% instruction in English and 50% in Spanish. English Language Arts (ELA) and Spanish Language Arts (SLA) instruction is provided daily. The teacher alternates languages weekly with a built-in time for bridging.

Subpopulations across the school years are as follows:

| Subpopulation | 2022 | 2023 | 2024 |
|---|---|---|---|
| Enrollment | 674 | 700 | 790 |

| Subpopulation | 2022 | 2023 | 2024 |
|---|---|---|---|
| Afr. Am | 11 students | 10.4% | 97 |
| Hispanic | 387 students | 57% | 446 |
| White | 169 students | 23.1% | 176 |
| EB | 198 students | 24% | |
| Eco-Dis | 186 students | 35.4% | 54.75% |
| Spec. Ed. | 78 students | 11.4% | 13.43% |
| Gifted & Tal. | 57 students | 6.6% | 7.10% |
| At-Risk | 302 students | 46.4% | |
| Bilingual | 33.17% | 27.1% | |
| ESL | 2.67% | 4.7% | 29.02% |

**Demographics Strengths**

**Demographic Strengths**

- Our student population is diverse.
- Thirteen different languages are represented on our campus.
- Our campus is comprised of teachers with a variety of experiences and strengths.
- A large percentage of students referred to special education qualify for services.
- Our RtI process is effective in identifying students who need special services or ruling out the need for special services and/or intervention.
- Free Breakfast is offered to all students daily.
- We are a Title 1 Campus.

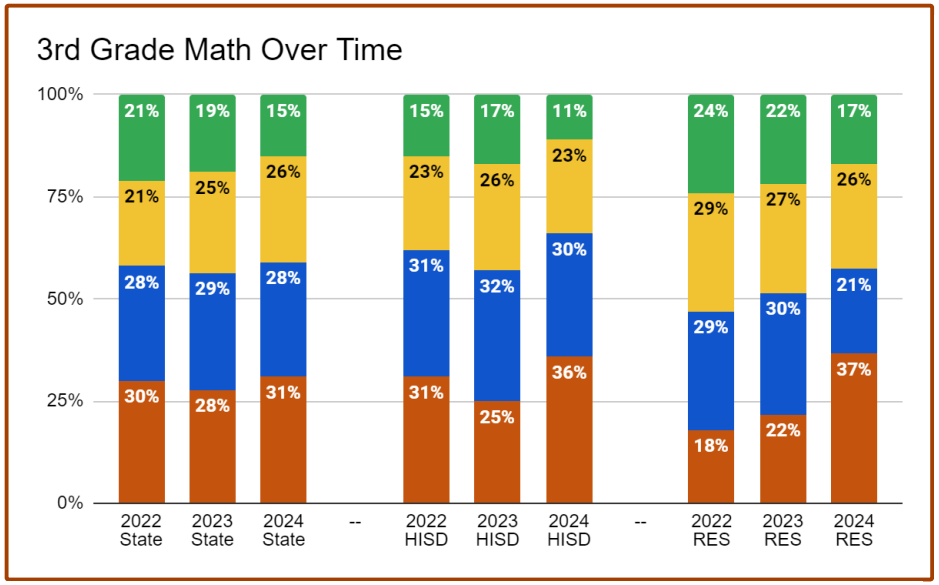
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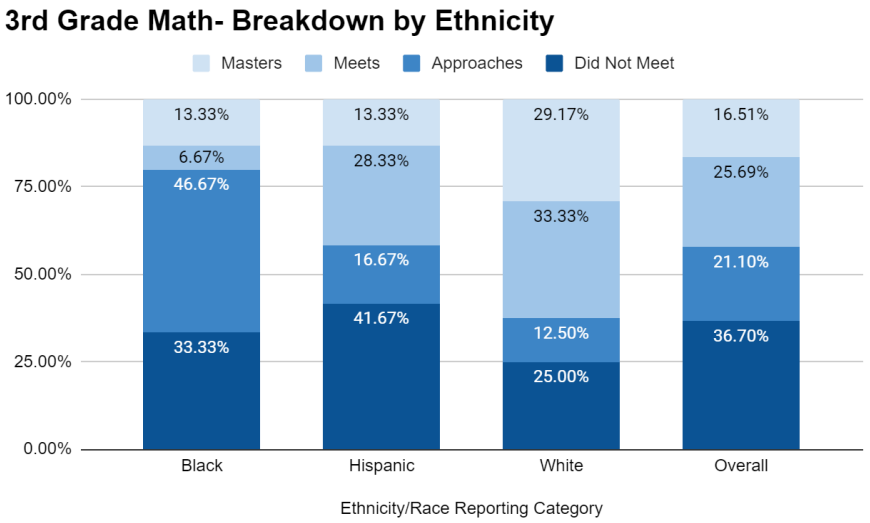
**Problem Statements Identifying Demographics Needs**

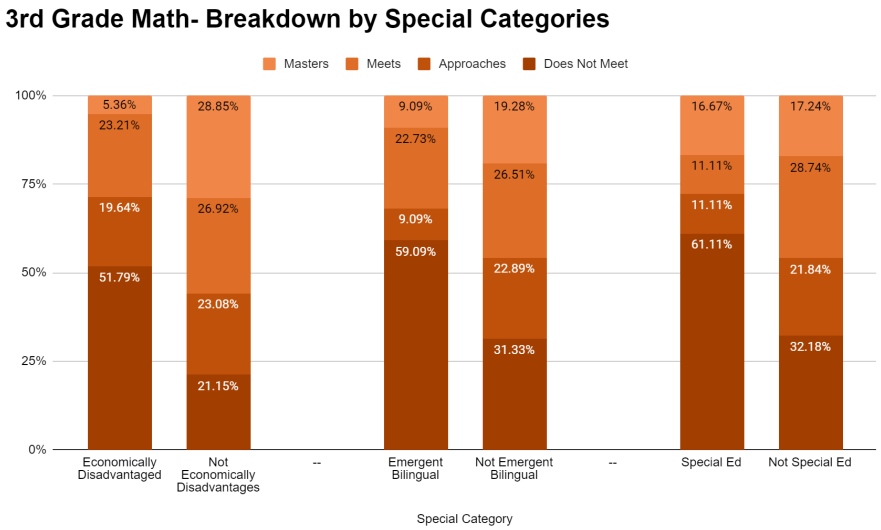
**Problem Statement 1:** Our staff is not representative of our student population. Some of the staff currently in place are in need of additional professional development. **Root Cause:** A teacher shortage has limited the recruiting and hiring of male teachers as well as African-American teachers. We also have a plethora of cultures represented on our campus. As a district, we need to focus on implementing additional ways of retaining, outside of TIA, our high quality faculty and staff.

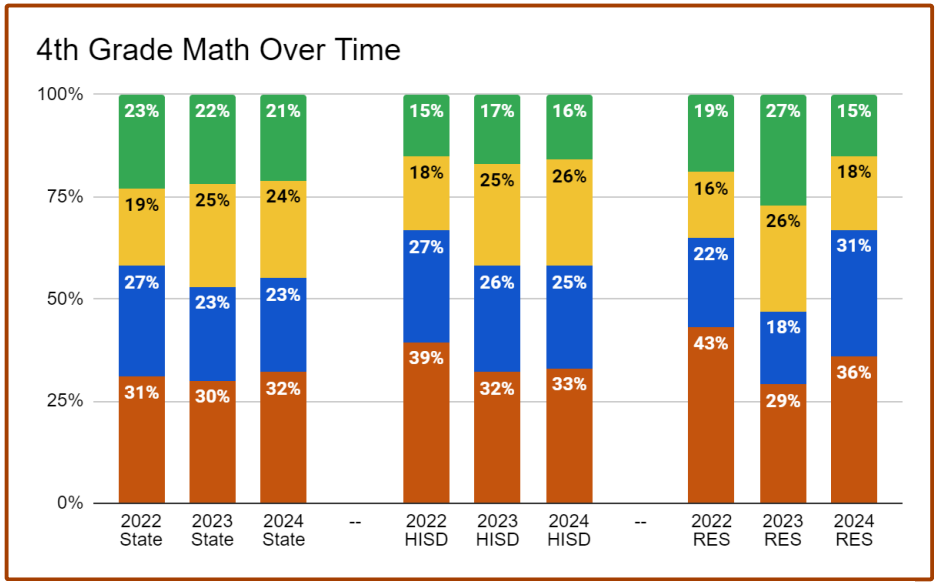
# Student Learning

## Student Learning Summary

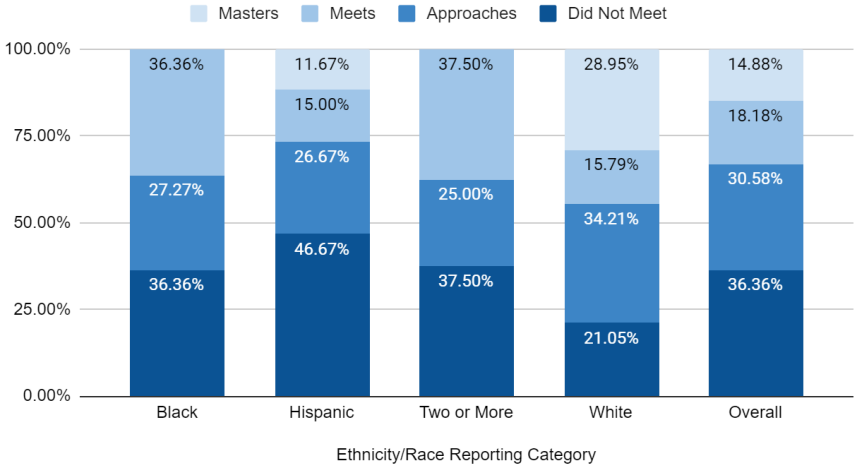


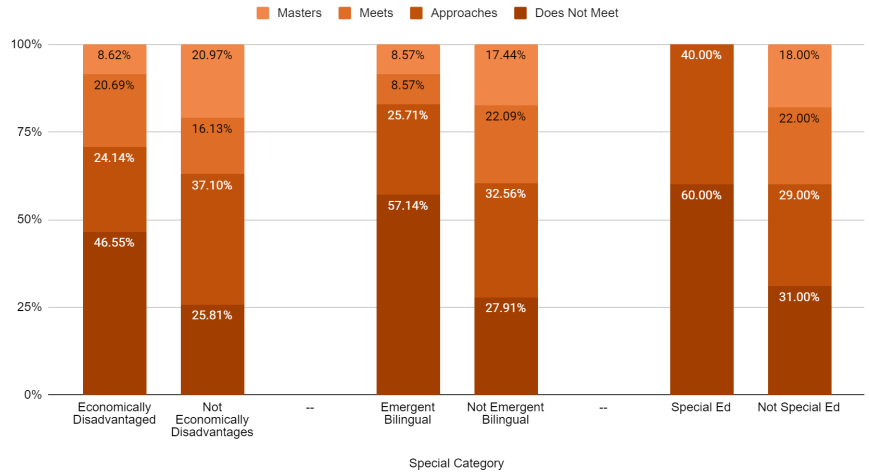



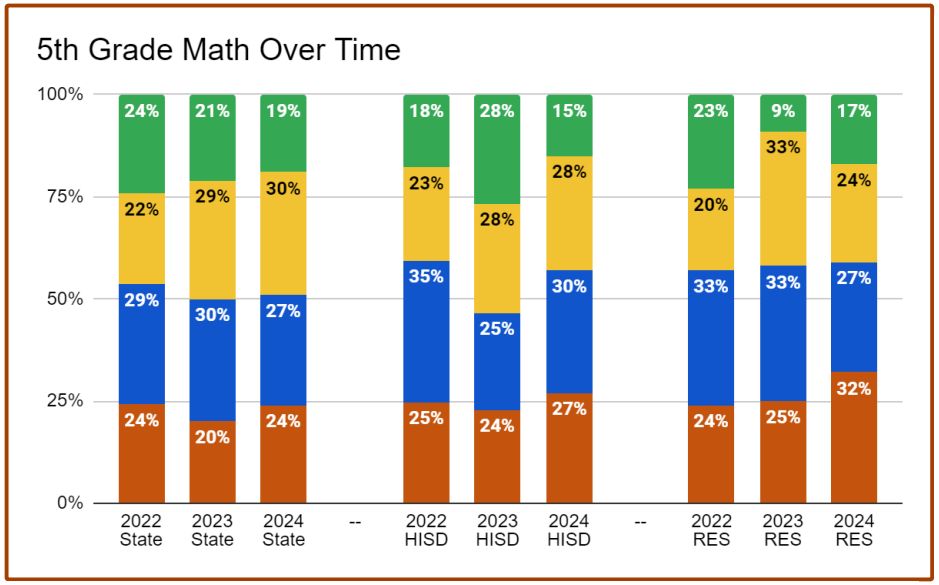


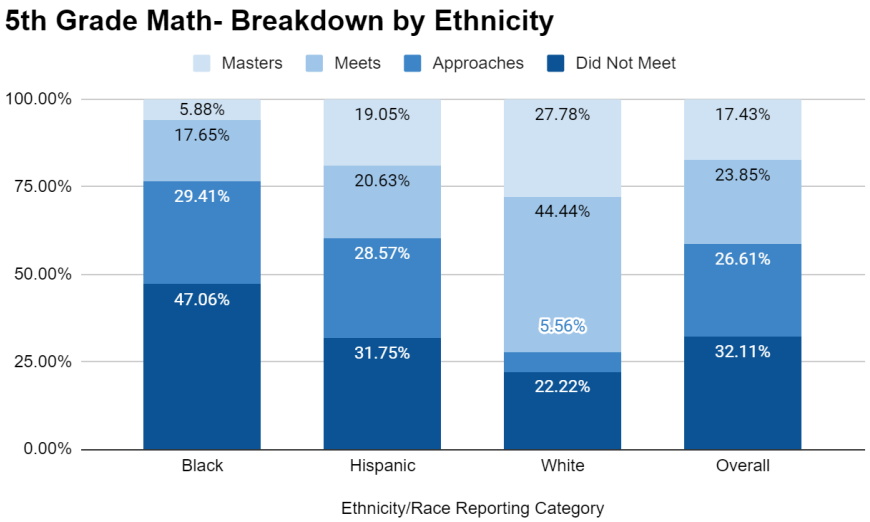

## 4th Grade Math - Breakdown by Ethnicity

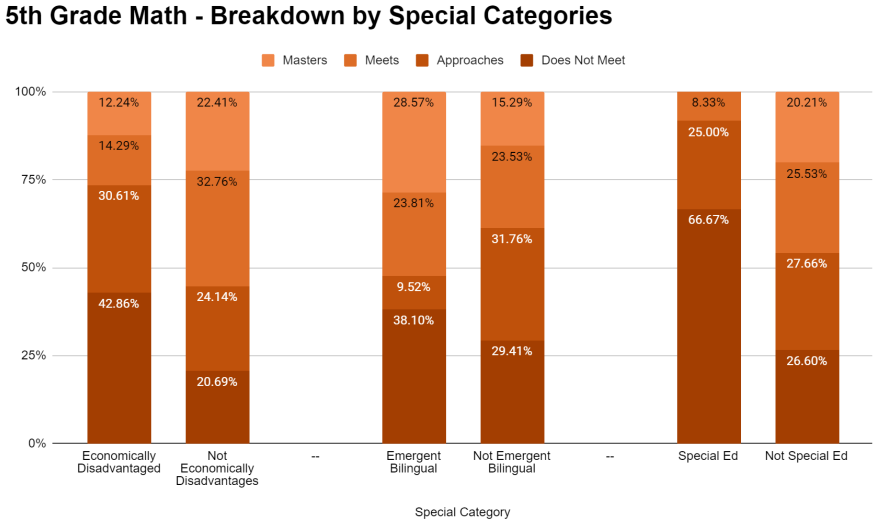


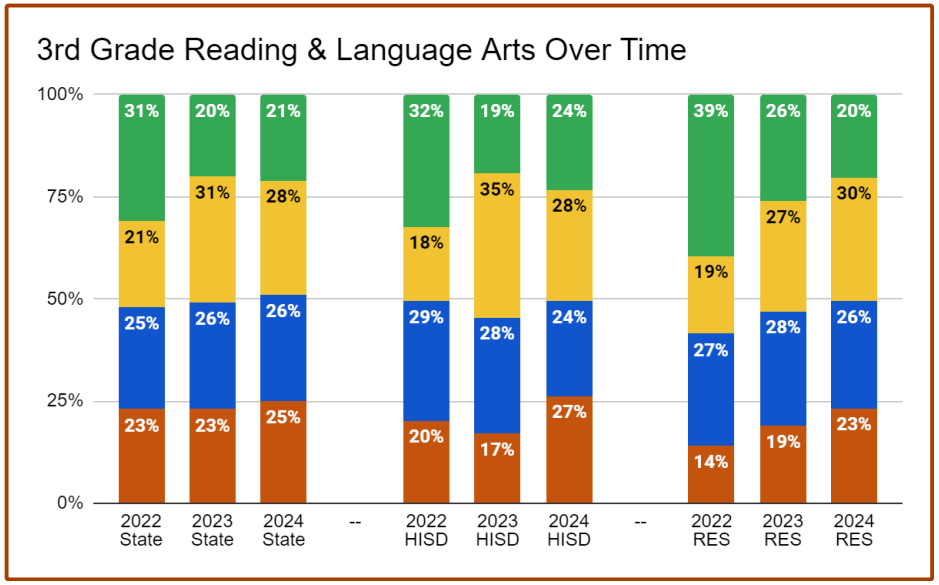

## 4th Grade Math- Breakdown by Special Categories

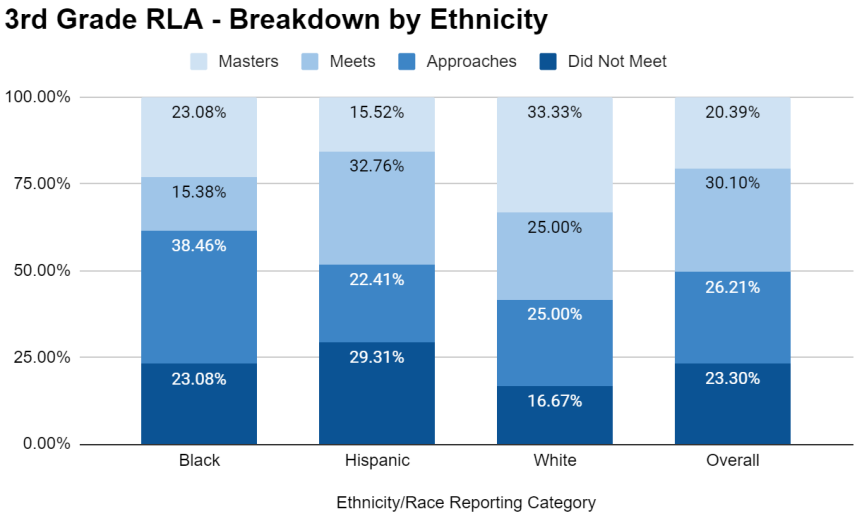


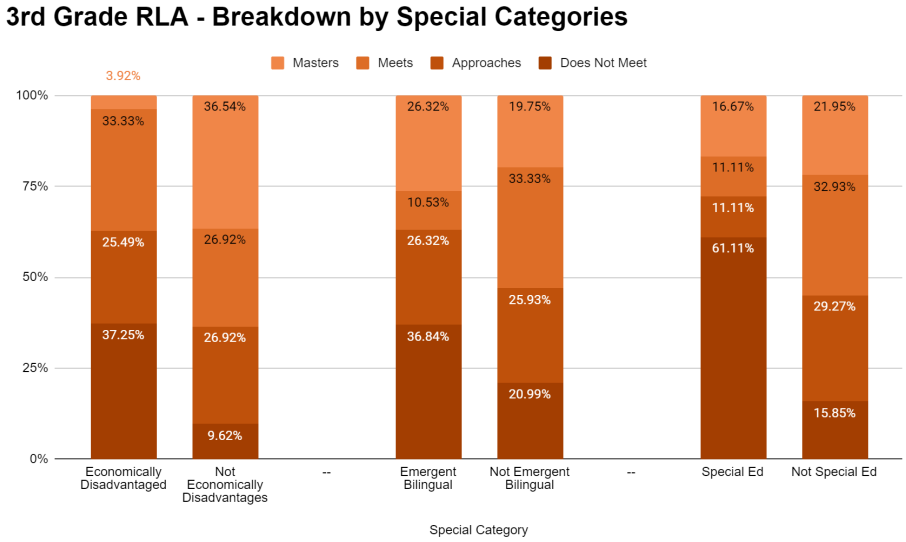

5th Grade Math Over Time
100%
75%
50%
25%
0%
24%
22%
29%
24%
21%
29%
30%
20%
19%
30%
27%
24%
18%
23%
35%
25%
28%
28%
25%
24%
15%
28%
30%
27%
23%
20%
33%
24%
9%
33%
33%
25%
17%
24%
27%
32%
2022 State
2023 State
2024 State
--
2022 HISD
2023 HISD
2024 HISD
--
2022 RES
2023 RES
2024 RES

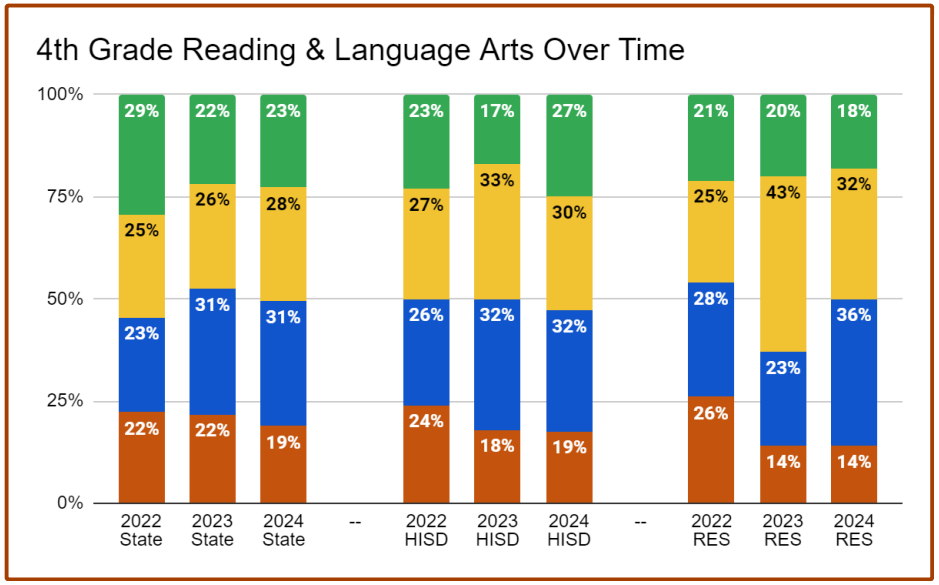

5th Grade Math- Breakdown by Ethnicity
Masters
Meets
Approaches
Did Not Meet
100.00%
75.00%
50.00%
25.00%
0.00%
5.88%
17.65%
29.41%
47.06%
19.05%
20.63%
28.57%
31.75%
27.78%
44.44%
5.56%
22.22%
17.43%
23.85%
26.61%
32.11%
Black
Hispanic
White
Overall
Ethnicity/Race Reporting Category

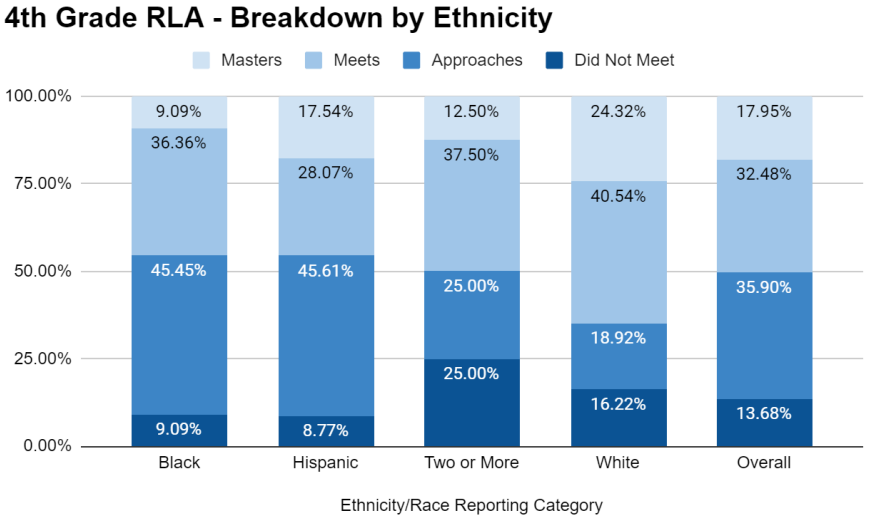

5th Grade Math - Breakdown by Special Categories
Masters
Meets
Approaches
Does Not Meet
100%
75%
50%
25%
0%
12.24%
14.29%
30.61%
42.86%
22.41%
32.76%
24.14%
20.69%
28.57%
23.81%
9.52%
38.10%
15.29%
23.53%
31.76%
29.41%
8.33%
25.00%
66.67%
20.21%
25.53%
27.66%
26.60%
Economically Disadvantaged
Not Economically Disadvantages
--
Emergent Bilingual
Not Emergent Bilingual
--
Special Ed
Not Special Ed
Special Category

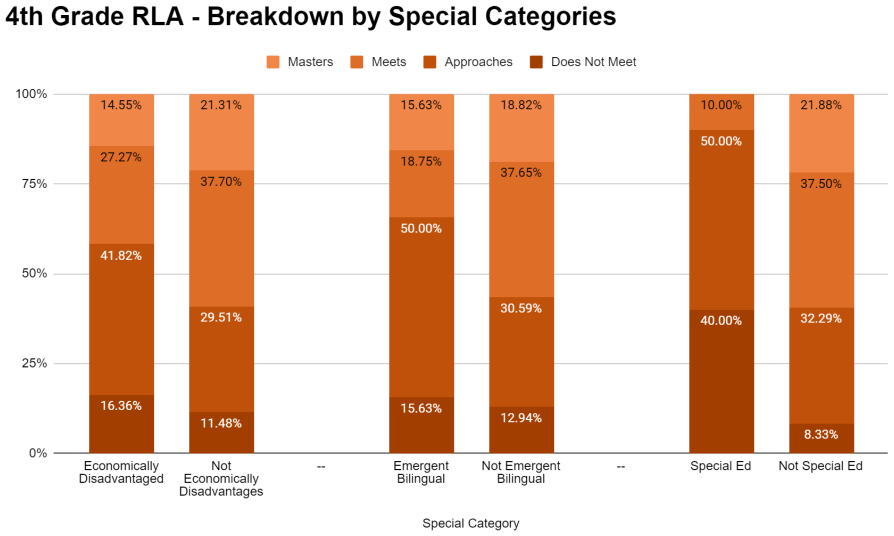

3rd Grade Reading & Language Arts Over Time
100%
75%
50%
25%
0%
31%
21%
25%
23%
20%
31%
26%
23%
21%
28%
26%
25%
32%
18%
29%
20%
19%
35%
28%
17%
24%
28%
24%
27%
39%
19%
27%
14%
26%
27%
28%
19%
20%
30%
26%
23%
2022 State
2023 State
2024 State
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2022 HISD
2023 HISD
2024 HISD
--
2022 RES
2023 RES
2024 RES

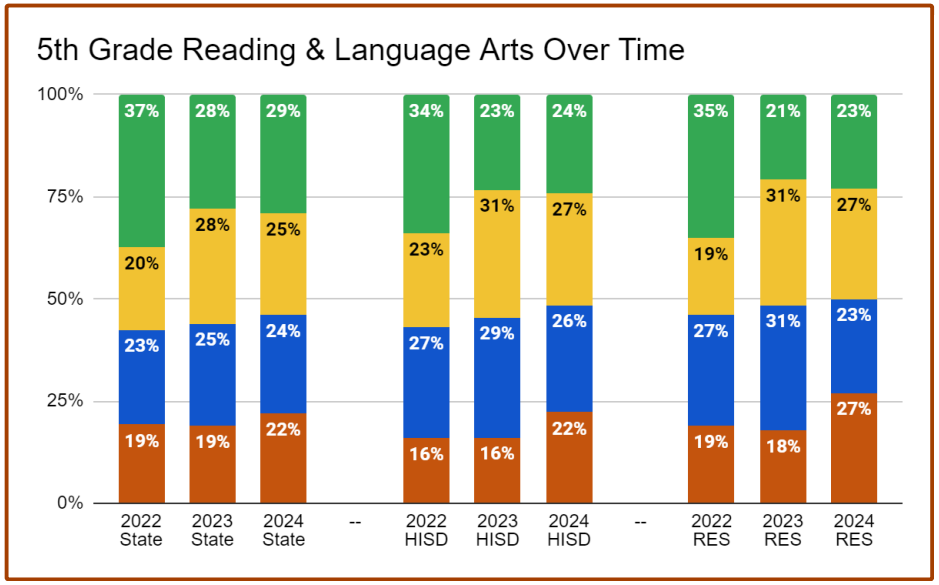

3rd Grade RLA - Breakdown by Ethnicity
Masters
Meets
Approaches
Did Not Meet
100.00%
75.00%
50.00%
25.00%
0.00%
23.08%
15.38%
38.46%
23.08%
15.52%
32.76%
22.41%
29.31%
33.33%
25.00%
25.00%
16.67%
20.39%
30.10%
26.21%
23.30%
Black
Hispanic
White
Overall
Ethnicity/Race Reporting Category

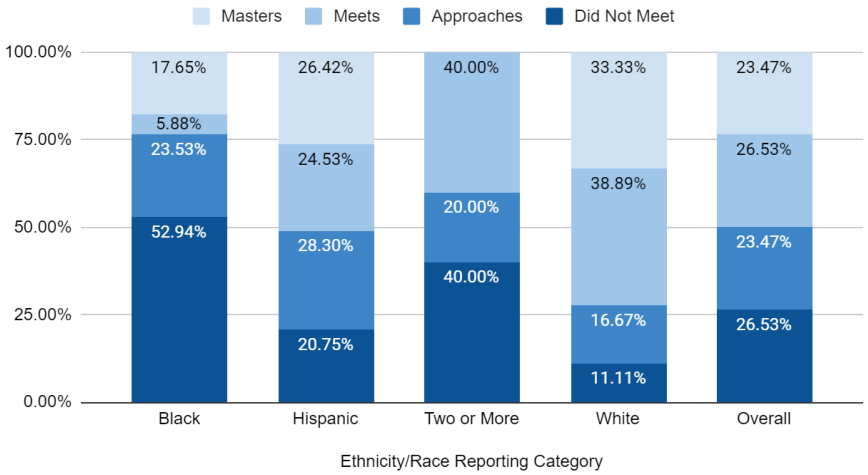

3rd Grade RLA - Breakdown by Special Categories
Masters
Meets
Approaches
Does Not Meet
100%
75%
50%
25%
0%
3.92%
33.33%
25.49%
37.25%
36.54%
26.92%
26.92%
9.62%
26.32%
10.53%
26.32%
36.84%
19.75%
33.33%
25.93%
20.99%
16.67%
11.11%
11.11%
61.11%
21.95%
32.93%
29.27%
15.85%
Economically Disadvantaged
Not Economically Disadvantages
--
Emergent Bilingual
Not Emergent Bilingual
--
Special Ed
Not Special Ed
Special Category

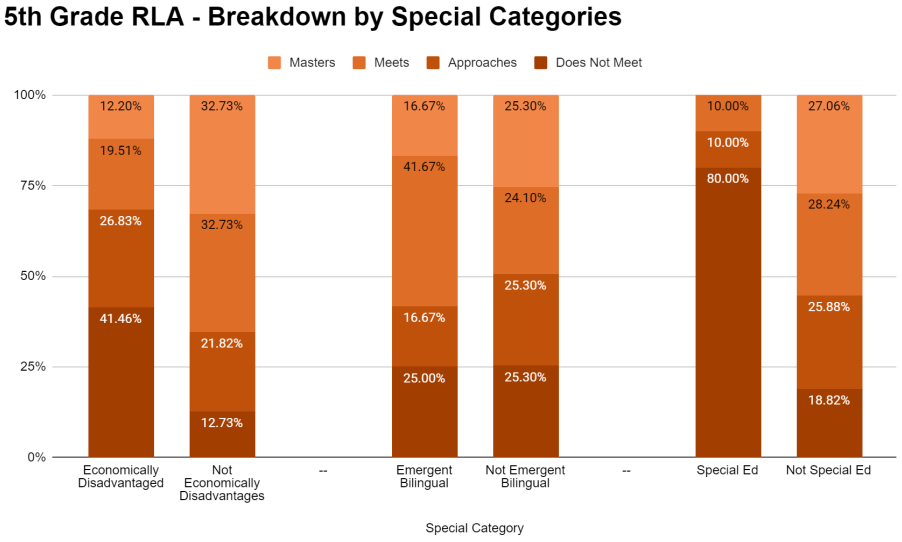

4th Grade Reading & Language Arts Over Time
100%
75%
50%
25%
0%
29%
25%
23%
22%
22%
26%
31%
22%
23%
28%
31%
19%
23%
27%
26%
24%
17%
33%
32%
18%
27%
30%
32%
19%
21%
25%
28%
26%
20%
43%
23%
14%
18%
32%
36%
14%
2022 State
2023 State
2024 State
--
2022 HISD
2023 HISD
2024 HISD
--
2022 RES
2023 RES
2024 RES

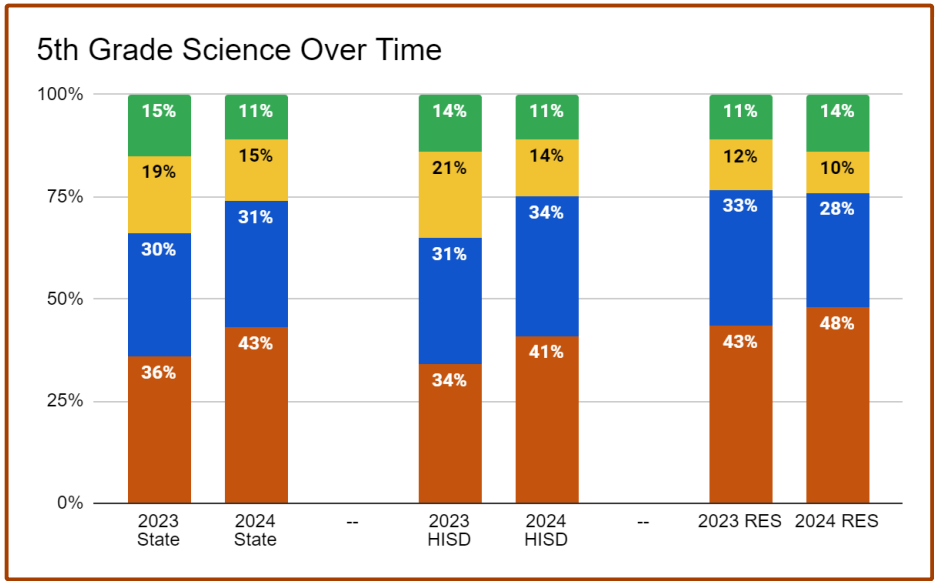

4th Grade RLA - Breakdown by Ethnicity
Masters
Meets
Approaches
Did Not Meet
100.00%
75.00%
50.00%
25.00%
0.00%
9.09%
36.36%
45.45%
9.09%
17.54%
28.07%
45.61%
8.77%
12.50%
37.50%
25.00%
25.00%
24.32%
40.54%
18.92%
16.22%
17.95%
32.48%
35.90%
13.68%
Black
Hispanic
Two or More
White
Overall
Ethnicity/Race Reporting Category

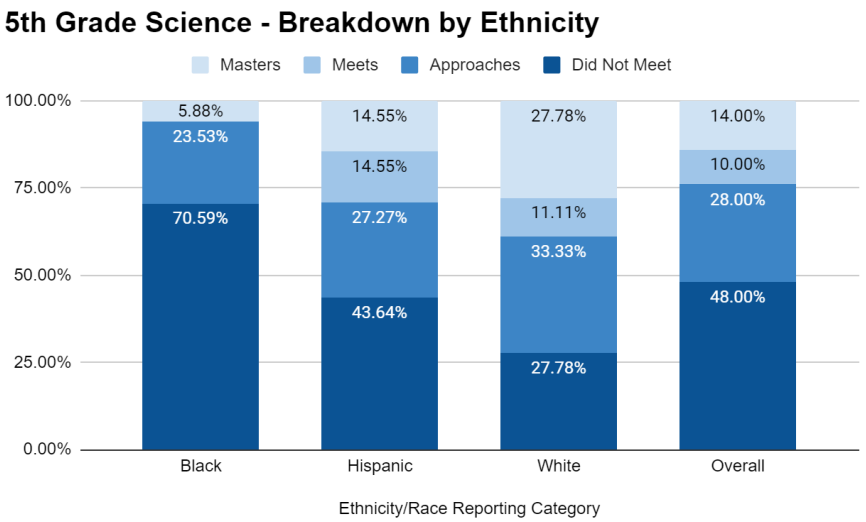

4th Grade RLA - Breakdown by Special Categories
Masters
Meets
Approaches
Does Not Meet
100%
75%
50%
25%
0%
14.55%
27.27%
41.82%
16.36%
21.31%
37.70%
29.51%
11.48%
15.63%
18.75%
50.00%
15.63%
18.82%
37.65%
30.59%
12.94%
10.00%
50.00%
40.00%
21.88%
37.50%
32.29%
8.33%
Economically Disadvantaged
Not Economically Disadvantages
--
Emergent Bilingual
Not Emergent Bilingual
--
Special Ed
Not Special Ed
Special Category

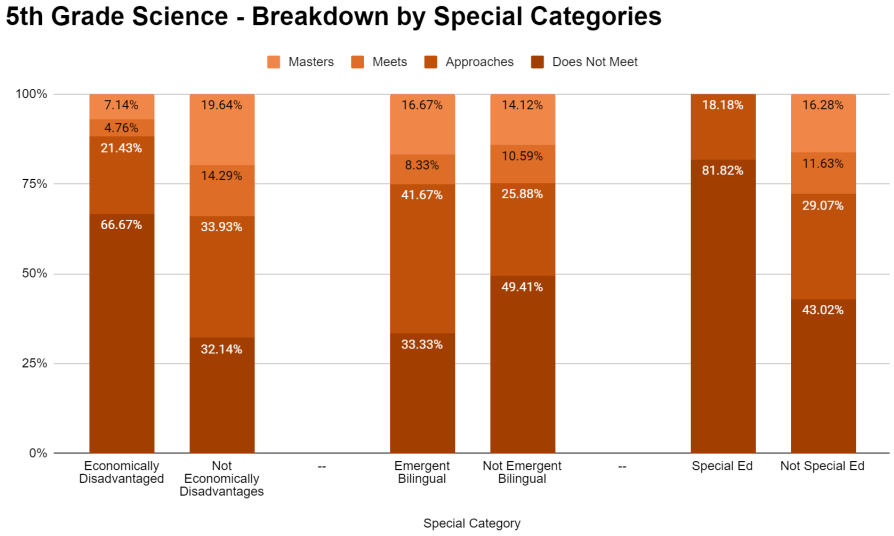

5th Grade Reading & Language Arts Over Time
100%
75%
50%
25%
0%
37%
20%
23%
19%
28%
28%
25%
19%
29%
25%
24%
22%
34%
23%
27%
16%
23%
31%
29%
16%
24%
27%
26%
22%
35%
19%
27%
19%
21%
31%
31%
18%
23%
27%
23%
27%
2022 State
2023 State
2024 State
--
2022 HISD
2023 HISD
2024 HISD
--
2022 RES
2023 RES
2024 RES


5th Grade RLA - Breakdown by Ethnicity
Masters
Meets
Approaches
Did Not Meet
100.00%
75.00%
50.00%
25.00%
0.00%
17.65%
5.88%
23.53%
52.94%
26.42%
24.53%
28.30%
20.75%
40.00%
20.00%
40.00%
33.33%
38.89%
16.67%
11.11%
23.47%
26.53%
23.47%
26.53%
Black
Hispanic
Two or More
White
Overall
Ethnicity/Race Reporting Category


5th Grade RLA - Breakdown by Special Categories
Masters
Meets
Approaches
Does Not Meet
100%
75%
50%
25%
0%
12.20%
19.51%
26.83%
41.46%
32.73%
32.73%
21.82%
12.73%
16.67%
41.67%
16.67%
25.00%
25.30%
24.10%
25.30%
25.30%
10.00%
10.00%
80.00%
27.06%
28.24%
25.88%
18.82%
Economically Disadvantaged
Not Economically Disadvantages
--
Emergent Bilingual
Not Emergent Bilingual
--
Special Ed
Not Special Ed
Special Category




Ray Elementary uses the Texas Essential Knowledge and Skills guidelines as its main curriculum; the district created YAGs, HIPS, and Blueprints which guide the development of the district's common assessments. Ray Elementary teachers believe in using formative and summative assessments to monitor students' growth. We use NWEA Maps to screen Kindergarten through 5th grade students for basic reading and math skills. We also use DRA and mClass/IDEL. District common assessments are given in reading, writing, and math to students in 3rd through 5th in English and Spanish. Hutto ISD provided training and continued to implement the HMH curriculum which includes reading, writing, spelling, and phonics. Hutto ISD staff also received training to implement The Empowering Writers' program which includes writing across content areas in grades kindergarten through fifth-grade. My World Social Studies and Stem Scopes for Science are also utilized as curriculum resources and are provided in both English and Spanish. Math teachers in grades 2-5 participated in district training related to specific TEKS identified by the district as critical concepts as well as training for Math Stemscopes.

1. TEKS Resource System (viable curriculum)

2. Teachers and students continue to work together to set and monitor goals.

3. Effective RTI process

4. Master schedule created to encompass more instructional time

5. Bi-Weekly PLCs

6. Balanced Instruction will be the cornerstone

7. Common Assessments

8. Empowering Writers' (Writing Curriculum)

9. Lone Star Math

10. Stem Scopes-English and Spanih

11. District Professional Development

12. Campus Professional Development

13. Project-Based Learning

14. Mentoring Minds/Think UP

**Student Learning Strengths**

- Our 3rd grade Math Masters percentage is above the district and state percentage. Data-driven meetings were held biweekly most months and PLC(Professional Learning Committee) meetings were held weekly. Due to a push for continuous teacher collaboration, a focus on small group instruction, as well as data-driven instruction student growth occurred.
- The 5th grade Math Masters percentage almost doubled compared to the previous testing year.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** We continue to see a decrease in our Science STAAR scores. **Root Cause:** Not utilizing the Science resources on campus regularly as well as a lack of Science experiments and rigorous science lessons in all grade levels.

**Problem Statement 2:** STAAR scores of approaches meets, and masters are below our expectations. **Root Cause:** Our student population is changing. We have gained students with little to no understanding of the English Language. The curriculum that we are using does not have the rigor that is seen on the STAAR tests. We need more options that can be used for differentiation of instruction that targets all sub populations

# School Processes & Programs

**School Processes & Programs Summary**

RES has completed its tenth year of DALE implementation and has a BASE program. Grade levels meet biweekly in PLCs to discuss upcoming TEKS, review data, and plan. PLCs are 50 minutes. Instructional blocks are longer to implement balanced instruction with fidelity. Our leadership team is made up of team leads, our counselor, instructional coach, interventionist, our GT teacher, and admin.. Faculty meetings are bi-weekly.

1. The Master Schedule continues to be created by the leadership team with an emphasis on not wasting any instructional minutes. Our Master Schedule continues to maximize instructional time and will allow for balanced instruction in reading & math as well as minimizing distractions/ transitions to the instructional block.

2. Grade levels function as PLCs.

3. DALE program is fully implemented.

4. Staff are involved in decision-making.

**School Processes & Programs Strengths**

RES continually utilizes technology in many ways. Each classroom is equipped with a clear touch panel and a Chromebook cart.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Parental involvement isn't at 100%. **Root Cause:** We have more and more families joining our community that do not speak English or Spanish. We need more activities that represent all cultures.

# Perceptions

### Perceptions Summary

RES provides parental involvement in many ways. Specific activities to promote parent involvement include traditional extracurricular activities such as Meet The Teacher Night, Title 1 Parent Meetings, awards assemblies, Veteran's Day program, Latino Literacy parent nights, holiday celebrations, Career Day, Watch Dogs, Literacy Night, Math Night, STEAM Day, and Texas Day. Parents are involved in the life of the campus through organizations such as the PTA, Watch Dogs, and DALE. We also participate in community partnerships to support families through the Kids Heart Challenge, food drives, clothes donations and weekend Lunchbox. PTA is creating ways to increase PTA membership. We have a partnership with New Hope Christian Church and it has benefitted our staff and students.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Since the pandemic, students are working towards regulating their emotions socially, emotionally, and academically. **Root Cause:** We do not have a bilingual counselor that can provide SEL to our Emergent Bilingual students in their native language. All students are learning how to be leaders and responsible for their actions.

# Goals

**Goal 1:** (1.1) Increase the percentage of students meeting grade-level expectations.

**Performance Objective 1:** (1.1.1) Students in 1st-9th grade will increase in the percentage of on-grade level for reading and math on the NWEA MAP screener.

**Evaluation Data Sources:** Students who meet projected growth on NWEA MAP STAAR will increase to 60% in all subjects.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Conduct DDI (data-driven instruction) meetings during PLCs to gauge students' progress by disaggregating data and using it to drive instruction.<br>**Strategy's Expected Result/Impact:** Transform campus instruction into data driven culture.<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principal<br>Instructional Coach<br>Interventionists<br>Team Leads<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**Problem Statements:** Student Learning 2 |

**Strategy 2 Details**

**Strategy 2:** Classroom teachers will utilize WIN(What I Need) time in addition to guided reading small group interventions to target specific objectives that need to be retaught to ensure the academic needs of every student are met. We will provide staff with the PD needed to achieve this goal.

**Strategy's Expected Result/Impact:** Teachers meet individual student needs

**Staff Responsible for Monitoring:** Principal
Asst. Principal
Classroom Teachers
Instructional Coach
Interventionists
Resource Teachers

**Title I:**
2.4, 2.6

**Problem Statements:** Student Learning 2

**Strategy 3 Details**

**Strategy 3:** Teachers will use a template for students to refer to during WIN that includes work expectations. Teachers will list small groups with targeted TEKS.

**Strategy's Expected Result/Impact:** Transform grade-level teams into Professional Learning Communities (PLC) that share a common language and work collaboratively to create WIN stations.

**Staff Responsible for Monitoring:** Principal
Asst. Principal
Instructional Specialists
Interventionists
Team Leads

**Title I:**
2.4, 2.5, 2.6

**Problem Statements:** Student Learning 2

**Goal 1:** (1.1) Increase the percentage of students meeting grade-level expectations.

**Performance Objective 2:** (1.1.2) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level.

**Evaluation Data Sources:** Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 48 to 55 by June 2025.

**Strategy 1 Details**

**Strategy 1:** Use the RTI(Response to Intervention) process to identify and provide specific, evidence-based instructional support to at-risk students.

**Strategy's Expected Result/Impact:** Students make progress toward meeting grade level expectations.

**Staff Responsible for Monitoring:** Principal
Asst. Principal
Instructional Coach, Math
Interventionist
Classroom Teachers
Resource Teachers

**Title I:**
2.4, 2.6

**Problem Statements:** Student Learning 2

**Strategy 2 Details**

**Strategy 2:** Increase campus and community awareness of the GT program and services through communication and increased visibility in district-wide events. Increase Parent Square communication, parent information sessions, family night participation in the Gifted and Talented Advisory Group, and student presentations at STEM Nation.

**Strategy's Expected Result/Impact:** Provide professional development to teachers with GT students through 6 hour annual updates as well as shared strategy PD presented during 4-6
PLCs throughout the year, in order to increase overall rigor and student engagement.

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

**Strategy 3 Details**

**Strategy 3:** 4th and 5th-grade teachers will use an additional Science curriculum to assist in learning the TEKS for these grade levels while also acclimating and implementing the new Science adoption. We will also host a Science Day for all grade levels to encourage interest in all S.T.E.M. categories.

**Strategy's Expected Result/Impact:** Hands-on experiments will be conducted at least once per unit of study.

**Problem Statements:** Student Learning 1

**Goal 1:** (1.1) Increase the percentage of students meeting grade-level expectations.

**Performance Objective 3:** (1.1.3) Increase Domain 2 STAAR growth percentage results in reading and math, ensuring that over 80% of students attain growth targets.

**Evaluation Data Sources:** School progress annual growth in all grades in both subjects will increase from 63% to 68% by June 2025

| Strategy 1 Details |
| --- |
| **Strategy 1:** Incorporate short and extended responses across content areas in student journals. Students will use academic vocabulary from the unit of study to enhance their writing.<br>**Strategy's Expected Result/Impact:** Teachers will include critical writing and provide opportunities for students to write across content areas.<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principal<br>Instructional Coach<br>Classroom Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Problem Statements:** Student Learning 2 |
| **Strategy 2 Details** |
| **Strategy 2:** Provide after-school tutoring for at-risk students and students who have failed the previous year's STAAR test.<br>**Strategy's Expected Result/Impact:** We will focus on grades 3-5.<br>**Staff Responsible for Monitoring:** Teacher, Principal, Assistant Principal<br><br>**Problem Statements:** Student Learning 2 |
| **Strategy 3 Details** |
| **Strategy 3:** Provide targeted academic interventions to at-risk students through small group instruction, campus intervention periods, or pull-out sessions, in collaboration with the instructional coach, focusing on closing achievement gaps and supporting student progress.<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Problem Statements:** Student Learning 2 |

**Goal 2:** (1.2) Increase the percentage of students who are college, career, and military-ready.

**Performance Objective 1:** (1.2.1) CCMR attainment in grades 9-12 will increase. At RES, 100% of students will receive grade-level appropriate information regarding CCMR by May 2025.

**Evaluation Data Sources:** College, Career, or Military ready graduates will increase from 79% to 83%.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Offer a Career Day for all students. Students will be able to learn about various careers throughout the year from lessons provided by our counselors. We will ensure we have representation of available vocational and technical education.<br>**Staff Responsible for Monitoring:** Counselors<br><br>**Title I:**<br>2.5<br>**Problem Statements:** School Processes & Programs 1 |
| **Strategy 2 Details** |
| **Strategy 2:** 5th graders will attend a field trip to a nearby college campus. This visit will provide students with CCMR-related information.<br>**Staff Responsible for Monitoring:** Counselors, Administrators, 5th grade teachers.<br><br>**Problem Statements:** Perceptions 1 |
| **Strategy 3 Details** |
| **Strategy 3:** Students from the Hutto High School Teacher Prep Program will visit RES once a week and partner with our teachers as student teachers. This partnership between RES and HHS will allow HHS students to learn how to become a teacher.<br><br>**Title I:**<br>2.5<br>**Problem Statements:** Student Learning 2 |

**Goal 2:** (1.2) Increase the percentage of students who are college, career, and military-ready.

**Performance Objective 2:** (1.2.2) Domain 3 STAAR results will show an increase in special population attainment at meets or higher levels.

**Evaluation Data Sources:** Increase economically disadvantaged performance at meets level from 38% to 45% and special education performance at meets or higher from 24% to 29%.

| Strategy 1 Details |
| --- |
| **Strategy 1:** During DDI meetings, teachers will focus on each student individually by determining their target needs and addressing them. Skills taught in the classroom will be reinforced and built upon. Teachers will use grade-level binders/virtual data to track progress over time.<br>**Strategy's Expected Result/Impact:** Teachers will have data from previous years as well as data from the current year.<br><br>**Problem Statements:** Student Learning 2 |
| **Strategy 2 Details** |
| **Strategy 2:** Continue using Emergent Bilingual strategies and explicit vocabulary instruction for all students including visual, semantic, and mnemonic strategies. Provide Professional Development opportunities for staff in literacy instruction for multilingual students and appropriate resources for students.<br>**Strategy's Expected Result/Impact:** Explicit vocabulary instruction.<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principal<br>Instructional Coach, and Teachers<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 2 |

**Goal 2:** (1.2) Increase the percentage of students who are college, career, and military-ready.

**Performance Objective 3:** (1.2.3) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level.

**Evaluation Data Sources:** Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 48 to 55 by June 2025.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Conduct DDI(Data Driven Instruction) PLCs(Professional Learning Community) using data from NWEA Maps,<br>Writing Benchmark, mClass/IDEL, DRA(Developmental Reading Assessment), CBAs, and data from interventionists to progress monitor student growth.<br>**Strategy's Expected Result/Impact:** Teachers use data to drive instruction<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principal<br>Instructional Coach, Interventionists, teachers<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 2 |

**Goal 3:** (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

**Performance Objective 1:** (1.3.1) Students in grades 1- 3 will increase the percentage of students achieving grade-level readiness in literacy and math on NWEA MAP.

**Evaluation Data Sources:** Establish initial assessment to measure projected growth on NWEA MAP STAAR reading and math EOY.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Students will monitor and track their progress for growth using a tracking document and targeted student conferencing pertaining to students' goals<br>**Strategy's Expected Result/Impact:** These grade level will have 1-2 skills they will focus on that allows students to have ownership of their learning.<br><br>**Title I:**<br>2.4<br>**Problem Statements:** Student Learning 2 |
| **Strategy 2 Details** |
| **Strategy 2:** Classroom libraries with grade-level appropriate books will be created for students to use.<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Problem Statements:** Student Learning 2 |

**Goal 3:** (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

**Performance Objective 2:** (1.3.2) Students in grade 3 will increase in the percentage of students achieving at 'meets' or higher on reading and math STAAR assessments.

**Evaluation Data Sources:** STAAR Performance Rates by 3rd grade at Meets Grade Level or Above will increase from 38% to 45%.

| Strategy 1 Details |
| --- |
| **Strategy 1:** With a focus on fact fluency, we will increase in this area by using our daily Math Warm-Ups found in our HIPS.<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 2 |
| **Strategy 2 Details** |
| **Strategy 2:** We will use Amira to track reading fluency, comprehension, and accuracy.<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 2 |

**Goal 3:** (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

**Performance Objective 3:** (1.3.3) Students in Kindergarten will increase the percentage of students attaining grade level readiness on MClass.

**Evaluation Data Sources:** Kindergartners meeting grade level expectations on mClass assessment will increase from 65% to 70%.

| Strategy 1 Details |
| --- |
| **Strategy 1:** IStation and Amira will be used daily during phonics lessons and WIN time.<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 2 |

**Goal 4:** (1.4) Identify and implement wrap-around services supporting the whole child.

**Performance Objective 1:** (1.4.1) Student overall engagement scores will increase on student surveys.

**Evaluation Data Sources:** Administer student engagement and belonging survey to establish baseline positive perceptions of school experience.

| Strategy 1 Details |
| --- |
| **Strategy 1:** By the end of the school year, we will increase opportunities for student involvement on campus as leaders or members in clubs or UIL activities.<br><br>**Problem Statements:** Perceptions 1 |
| **Strategy 2 Details** |
| **Strategy 2:** Administrators and counselors will meet with and reach out to the parents of students with 3, 6, 9, and more absences. We will use our "Hippos are Here" attendance initiative to increase attendance which will increase learning.<br><br>**Problem Statements:** Student Learning 2 |
| **Strategy 3 Details** |
| **Strategy 3:** Staff will build strong relationships and connections with students utilizing Leader In Me strategies learned this year to create a high-trust culture.<br><br>**Problem Statements:** Perceptions 1 |

**Goal 4:** (1.4) Identify and implement wrap-around services supporting the whole child.

**Performance Objective 2:** (1.4.2) Special education students attaining meets or higher will increase in reading and math on STAAR assessment (Domain 3).

**Evaluation Data Sources:** Special education performance at meets or higher will increase from 24% to 29%.

| Strategy 1 Details |
| --- |
| **Strategy 1:** All teachers will meet student's needs with consistent small-group instruction at each students instructional level. Teachers will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment.<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 2 |

**Goal 4:** (1.4) Identify and implement wrap-around services supporting the whole child.

**Performance Objective 3:** (1.4.3) District discretionary discipline referrals will decrease in all student populations.

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will earn the Degination of No Place for Hate. Students will learn through lessons provided by our counselor the importance of being an ally. Students will learn about being a bully-free campus and inappropriate vs appropriate behavior for school.<br><br>**Problem Statements:** Perceptions 1 |

**Goal 5:** (2.2) Expand strategies that attract and retain high-performing talent.

**Performance Objective 1:** (2.2.1) Implement a Sustainability Plan, i.e., Pipelines for Growth for employees.

**Evaluation Data Sources:** Completion of Sustainability Plan for teachers/leaders.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Team leads, grade-level teams, and department teams will meet at least once during the summer with new and old team mates to review the current curriculum, master schedule, STAAR, class rosters, accommodations, and Specials rotations in order to have a plan before the school year begins.<br><br>**Problem Statements:** Demographics 1 |
| **Strategy 2 Details** |
| **Strategy 2:** Administrators and teachers will have the opportunity to attend Professional Development to improve their skills and advance their knowledge.<br><br>**Problem Statements:** Demographics 1 |

**Goal 5:** (2.2) Expand strategies that attract and retain high-performing talent.

**Performance Objective 2:** (2.2.2) Expand TIA/NBCT opportunities.

**Evaluation Data Sources:** Increase in TIA/NBCT opportunities to affect 20% of teachers.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Continuously monitor the needs of each student and ensure all classes are diverse.<br><br>**Title I:**<br>2.6<br>**Problem Statements:** Student Learning 2 |

**Goal 5:** (2.2) Expand strategies that attract and retain high-performing talent.

**Performance Objective 3:** (2.2.3) Use surveys and data such as Culture Surveys; Equity Walks; Exit Surveys; Retention Data; and Stay Interviews to assess, monitor, and increase department and campus culture.

**Evaluation Data Sources:** Continue and expand district surveys to increase stakeholder feedback from 55% to 60%.

| Strategy 1 Details |
| --- |
| **Strategy 1:** Our Ray of Sunshine Committee will assist in recognizing birthdays, staff during various appreciation weeks, provide sympathy cards for the loss of a loved one, organize campus potlucks, organize baby showers, and<br>collaborate with our PTA snack carts as a token of appreciation throughout the school year. Campus morale will be a focus with the use of our Ray of Sunshine Committee.<br><br>**Problem Statements:** Demographics 1 |
| **Strategy 2 Details** |
| **Strategy 2:** Ray Elementary Administrators will participate in a book study. This will help the admin team learn new ideas, collaborate, and build awareness of how to improve our campus.<br><br>**Problem Statements:** Student Learning 2 |

**Goal 6:** (3.1) Meaningfully engage parents and community as inclusive partners.

**Performance Objective 1:** 3.1.1 Increase the number of high-level engagement activities hosted by campuses (utilizing a rubric of high-level engagement for parents)

**Evaluation Data Sources:** Campuses offer at least 4 high-level engagement and learning opportunities for parents.

| Strategy 1 Details |
| --- |
| **Strategy 1:** In August, staff will sign up for at least one committee or lead a student club. Empower 100% of teachers to integrate themselves outside of their own classroom so they can feel a sense of community on campus.<br>**Strategy's Expected Result/Impact:** Staff will be provided time every first Tuesday of the month after school to plan with their committee campus events and activities.<br><br>**Problem Statements:** School Processes & Programs 1 |
| **Strategy 2 Details** |
| **Strategy 2:** Staff and our PTA will continuously reach out to parents and the community about student achievement, information on student programs, and additional opportunities for both students and parents to participate in school events. We will send out at least 2 surveys seeking feedback from the school community.<br>**Strategy's Expected Result/Impact:** School events include Latino Literacy Nights, Math/Literacy Night with an Author, STAAR Informational Night, and Reading Buddies.<br><br>**Title I:**<br>4.2<br>**Problem Statements:** School Processes & Programs 1 |

**Goal 6:** (3.1) Meaningfully engage parents and community as inclusive partners.

**Performance Objective 2:** 3.1.2 Parent perception survey shows an increase in parent/guardian trust in school and district.

**Evaluation Data Sources:** Increase parent positive perception survey data (baseline in 24-25).

| Strategy 1 Details |
| --- |
| **Strategy 1:** We will build a culture of inclusivity throughout the school year. We will measure attendance in participation and obstacles to attendance at events through surveys sent to all parents. A "Cultural Committee" will be established to review feedback from surveys provided to parents and to assist with our growth area.<br>**Strategy's Expected Result/Impact:** To provide a variety of events for families to engage in.<br><br>**Title I:**<br>4.1, 4.2<br>**Problem Statements:** School Processes & Programs 1 |

**Goal 6:** (3.1) Meaningfully engage parents and community as inclusive partners.

**Performance Objective 3:** 3.1.3 Increase the number of positive customer service survey responses.

**Evaluation Data Sources:** Increase positive customer service survey (baseline data collected 24-25).

| Strategy 1 Details |
| --- |
| **Strategy 1:** Teachers will send out a weekly or monthly newsletter with positive and informative information through ParentSquare.<br><br>**Problem Statements:** School Processes & Programs 1 |

**Goal 7:** (3.3) Establish meaningful two-way discourse with diverse stakeholders.

**Performance Objective 1:** 3.3.2 Increase parent perception survey data across demographics.

**Evaluation Data Sources:** Increase positive customer service survey (baseline data collected 24-25).

| Strategy 1 Details |
| --- |
| **Strategy 1:** RES will implement the Latino Literacy Program at least once per year to provide support for literacy-based practices and connections from school to home.<br><br>**Title I:**<br>2.6, 4.2<br>**Problem Statements:** School Processes & Programs 1 |
| **Strategy 2 Details** |
| **Strategy 2:** An annual Title 1 meeting will be paired with a campus event. A STAAR informational session will be held for 3rd-grade parents and their students during the second semester.<br><br>**Problem Statements:** School Processes & Programs 1 |