Hutto Independent School District

Nadine Johnson Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

Hippo Nation inspires excellence in academics, character, and community!

Vision

Hutto ISD aspires to be a premier choice in education through innovation, leadership and diversity.

Table of Contents

Comprehensive Needs Assessment 3
- Demographics 3
- Student Learning 5
- School Processes & Programs 7
- Perceptions 8

Goals 9
- Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations. 9
- Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready. 13
- Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy. 15
- Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child. 18
- Goal 5: (2.2) Expand strategies that attract and retain high-performing talent. 21
- Goal 6: (3.1) Meaningfully engage parents and community as inclusive partners. 23
- Goal 7: (3.3) Establish meaningful two-way discourse with diverse stakeholders. 26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nadine Johnson Elementary School is a neighborhood school that serves students in grades PK-5. It has been a Hutto establishment for 21 years. The Leader in Me model continued this year with a focus on building leadership and life skills in students, creating a high-trust school culture, and laying the foundation for sustained academic achievement. The PTA is active with 75 total members and 47 community partners. Local businesses have contributed funds in various ways to our school with their involvement in the PTA. Furthermore, PTA members continue to volunteer countless hours, work as substitute teachers, and one PTA member has fulfilled a full-time teaching assistant position. A mentor/mentee program continues to support new teachers while building leadership skills in teachers with experience. Weekly PLCs promote teacher and student growth while the MTSS committee regulaly reviews academic and behavior growth and concerns.

Nadine Johnson has a total of 571 students enrolled as of April 2024. This is a decrease of 37 students from the previous school year. Additionally, 42 students have withdrawn this school year. Although our district is growing in population, Nadine Johnson is landlocked, and we continue to see a decline in enrollment. Our population consists of 48% female students and 52% male students.The breakdown of students by grade level is 4% Early Education, 5% Pre-K, 14% Kindergarten, 14% first grade, 17% second grade, 15% third grade, 18% fourth grade, and 13% fifth grade. There is an average of 17 students per teacher at NJES. Many languages are spoken at Nadine Johnson including English, Amharic, Arabic, Farsi, Pashto, Portuguese, Spanish, Swahili, Telugu, Turkish, and Urdu. The breakdown of enrollment by ethnicity is 42% Hispanic, 34% White, 13% African American, 8% being of Two or more races, 3% Asian, and .18% Indian. The breakdown of special populations include 54% At-Risk, 40% Economically Disadvanted, 19% qualify for Special Education, 11% have Dyslexia, 10% qualify for Gifted and Talented, 9% are Emerging Bilingual students, 9% have English as a Second Language, and 7% qualify as 504 students. Nadine Johnson has 8 homeless students, 11 immigrant students, and 0 students in foster care. Military-connected students make up 8% of our student population. The BASE program continued at our campus this year; it services 6 students. In regards to behavior, 188 referrals have occured this year by 70 students. The referral breakdown by grade level is 11% in 1st grade, 21% in 2nd grade, 19% in 3rd grade, 33% in 4th grade, and 15% in 5th grade. Hispanic students received the most discipline referrals with 85% while all other ethnicities received 5%. In regards to our attendance rate, it is currently at 94.65%.

The total number of personnel excluding the cafeteria staff and custodians is 77. Nadine Johnson employs 30 classroom teachers for Pre-K-5th grade, 1 part-time librarian, 1 full-time counselor, and 1 part-time Licensed Mental Health Professional, 1 full-time nurse, 1 instructional coach, 2 interventionists, 1 assistant principal, and 1 principal. To meet the diverse needs of our student population, Nadine Johnson utilizes 3 special education teachers and 1 special education teaching assistant, 1 full-time dyslexia teacher and 1 part-time dyslexia teacher, 1 full-time Speech and Language Pathologist and 1 part-time Speech and Language Pathologist, 1 BASE teacher and 2 BASE teaching assistants, 1 Hippo Hand in Hand teacher and 2 teaching assistants, 2 Functional Academics teachers and 5 Functional Academic teaching assistants, 1 Early Childhood Special Education Teacher and 2 ESCE teaching assistants. The ethnicities of teachers are as follows: 57 White, 9 Hispanic, and 9 African American. There are 6 male staff members. As far as staff retention, 14 staff members did not return for this school year.

Demographics Strengths

1. All of our first-year teachers are returning to Nadine Johnson for the next school year.

2. We currently have 5 teachers leaving Nadine which ultimately creates 2 teacher vacancies. This is an improvement from last year's 14 teachers who did not return.

3. The Leader in Me program has been well-received by the students. The Junior Lighthouse Team provided students with multiple leadership opportunities throughout the school year.

4. The PTA continues to increase their presence and involvement on campus. This has led to PTA members becoming permanent staff members and regular substitute teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 8.77% of special education students in grades 3-5 scored Meets on the 23-24 STAAR Reading assessment. **Root Cause:** The special education population at our campus is growing quicker than the district can train and/or hire special education teachers with an understanding of effective instructional strategies to meet the needs of these students.

Problem Statement 2: 10.71% of special education students in grades 3-5 scored Meets on the 23-24 STAAR Math assessment. **Root Cause:** The special education population at our campus is growing quicker than the district can train and/or hire special education teachers with an understanding of effective instructional strategies to meet the needs of these students.

Student Learning

Student Learning Summary

After reviewing the Texas Academic Performance Report (TAPR), the STAAR Interim, district assessments, and screeners such as Renaissance and M-Class data, our team of teacher leaders were able to analyze student achievement in core content areas of Math and Reading at Nadine Johnson Elementary School.

If the 23-24 STAAR Interim is any indication of how students will perform on the 23-24 STAAR test, we are in good shape. When compared to the 22-23 STAAR test, the number of students who scored in the Master's category increased significantly in every tested subject and grade level. According to the STAAR Interim data, 50% of Nadine Johnson 5th graders are expected to score Masters on the STAAR test. And, a higher percentage of 3rd and 5th graders are expected to Meet Grade Level expectations when compared to the 22-23 STAAR data.

TEA has not released accountability grades for the 22-23 school year. On the 22-23 STAAR test, 43% of students in grades 3-5 met grade level expectations in Reading, and 35% met grade level expectations in Math. Grade-level reading expectations decreased from 55% in 21-22, but Math scores improved slightly from 33%.

Star Renaissance Assessments are online adaptive tests which are used to inform teachers of their students' progress, achievement and growth throughout the year. Nadine Johnson Elementary uses these screeners to evaluate students' Early Literacy in Kindergarten and First grade and Reading Literacy in Second through Fifth grades. Math abilities are screened using this program for grades First through Fifth. Results from the 23-24 Renaissance Math Screener show that 67% of Nadine Johnson 1st-5th graders are at or above grade level. Unfortunately, this has been trending downward for the second straight year. The 23-24 Renaissance Reading Screener shows that 46% of 2nd-5th graders are performing at or above grade level. This is a 10% decrease from the middle of year screener taken in 22-23 school year.

Data from 23-24 mClass screeners was also used which is an all-in-one-system used for reading assessment, dyslexia screening, and progress monitoring. This tool has shown student growth in Kindergarten through second grades. While all the tested grade levels showed a reduced number of students who were Well Below Benchmark, there was also an increased number of second graders who scored Above Benchmark as compared to the beginning of the school year.

Longitudinal data with the mClass and Renaissance screeners suggests that students have shown growth over the course of the 23-24 school year, the need for students to show growth on the STAAR assessment by meeting grade-level expectations and performance at the mastery level requires a reform in data driven planning & instructional practices, intentional refinement & implementation of guided reading and guided math groups, and a more focused execution of PLC protocols.

Student Learning Strengths

-The percentage of students scoring Masters in grades 3 and 5 for Reading increased from 11% to 17% and 9% to 32%, respectively.

-Meets performance in Math for grades 3-5 stayed consistent.

- The 23-24 mClass Screener shows that Kindergarten through 2nd grade Students have a reduced number of students falling in the Well Below Grade Level category when compared to the beginning of year screeners.

- According to the 23-24 Renaissance Star Screener 67% of 1st through 5th grade students are performing at or above benchmark expectations. - School-wide intervention time was implemented that is grouping students and providing more targeted instruction.

- Interventionists and the instructional coach are present during PLC times in order to assist with changes and instructional support and provide Tier 1 instruction that meets the needs of our students.

- Cross-curricular intervention in grades 3 through 5 has been effective in preparing for STAAR.

- Data binders were implemented from K through 5 for individual student data tracking in reading, math, and personal student goals.

- There has been a greater focus on team discussions of data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Results from the 23-24 Renaissance Math Screener show that only 67% of Nadine Johnson 1st-5th graders are at or above grade level. Unfortunately, this has been trending downward for the second straight year. **Root Cause:** Tier 1 instruction is not consistent or being implemented with fidelity. The level of rigor and implementation of curriculum during Tier 1 Instruction does not engage students in grade level content and/or skills. Protocols discussed during PLCs are not necessarily being translated into the classroom.

School Processes & Programs

School Processes & Programs Summary

Nadine Johnson Elementary continues to adapt in order to grow and improve in campus processes and procedures. Teachers have a conference period each day, one of which is dedicated to Professional Learning Community meetings. Teachers meet in their teams once weekly and have Response to Intervention meetings once monthly with Interventionists. Teachers have two technology periods per week, where they have an additional planning period. Onboarding processes vary from year-to-year, with the district providing some onboarding support, with the campus left to plan the remainder. At least five staff members have joined the campus after the start of the year. Processes and procedures have room for improvement in the area of maximizing instructional time through the use of intentional PLC processes and procedures, accountability for those processes, and staff support through onboarding and training.

School Processes & Programs Strengths

Leader in Me has been fully implemented across campus. Teachers implement Leader in Me lessons based on the provided scope and sequence.

Initial stages of goal setting and student data tracking has begun in all grade levels.

Action teams are consistently meeting and planning campus events.

Academic MTSS, formerly RTI, process on campus is consistent in working to meet the needs of all students.

Student leadership roles have increased and are growing Arrival and dismissal procedures are quick, safe, and efficient

Beginning stages of shared student groupings across grade levels have begun during intervention hour.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Leader in Me lessons, student goal setting, and student data tracking need to be implemented with a higher level of fidelity across the campus. **Root Cause:** Ambiguity in the campus goal, a rushed rollout and a need for more clear training and follow up through PLCs.

Perceptions

Perceptions Summary

As a second year Leader In Me Campus, NJES is making progress, but continues to have areas of deficit in perceptions. Additionally there continues to be a disconnect between some perceptions and the outcome data. Based on the leader in me spring 2024 survey NJES had an over all MRA score of 75. With cullture being the highest at 76, Academics at 75, and and the lowest score coming in Leadership at 74. In comparison to last year's scores of of Academics 78, Culture 75 and leadership 74. There has been only a slight change, with culture moving up one point, academics moving down 3 points, and leadership staying the same. However, these composites of Student, Staff and Family show that only the student target was met. Only 27% of the staff target was met, and 13.5% of the families participated. Though this is 3% greater than last year, more family/volunteer participation is needed. Additionally, a look at attendance data from 2023-20204 shows a daily average of 94.37%, improved attendance would show more family and volunteer engagement via a higher attendance rate. In addition to MRA data, panarama data from fall 2023 was considered, as was input from the lighthouse committtee and their teams.

Perceptions Strengths

The scores of the MRA are in the satisfactory catergory and are consistent across the board. There are slight areas of difference, but in general, they are mid 70's. In Culture, student and staff environments are improved with both staff voice and student belonging making gains. In the Panarama feedback there is evidence that staff enjoys working with their team and that Admin sets a positive tone.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and family engagement opportunities are not translating to increases in attendance and/or increases in student achievement. **Root Cause:** Events do not provide a lot of ways for families to take tools and resources home to engage their students academically.

Goals

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

Performance Objective 1: (1.1.1) Students in 1st-5th grade will increase in the percentage of on-grade level for reading and math on the NWEA MAP screener.

High Priority

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

Strategy 1 Details
Strategy 1: The NJES leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs, after each NWEA MAP Screener window in grades 1 - 5 to collaborate and determine which teaching strategies, and materials are most impactful to improving student outcomes. **Strategy's Expected Result/Impact:** NWEA MAP Screener data will show that the number of students meeting grade-level expectations will increase after each assessment period. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Grade Level Leaders Teachers **Title I:** 2.4, 2.5, 2.6 **- 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:** Demographics 1, 2 - Student Learning 1

Strategy 2 Details

Strategy 2: Teachers will utilize small group instruction in Reading and Math, using screener and progress monitoring data to target instruction and provide students with the support they need to make the greatest possible progress.

Strategy's Expected Result/Impact: NWEA MAP Screener data will show that the number of students meeting grade-level expectations will increase after each assessment period.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Student Learning 1

Strategy 3 Details

Strategy 3: Teachers will facilitate and support student agency through the use of student data binders in grades K-5, which will allows students to set academic goals and track their own progress, using district assessments and screener data as a baseline to track growth.

Strategy's Expected Result/Impact: NWEA MAP Screener data will show that the number of students meeting grade-level expectations will increase after each assessment period.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

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: The NJES leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading and Math assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 3, 4 and 5 to collaborate, determine, and implement teaching strategies with necessary accommodations and high-quality instructional materials at a Tier 1 level.

Strategy's Expected Result/Impact: Increase in student achievement at Meets level

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Title I:
2.4, 2.5, 2.6

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

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

Problem Statements: Demographics 1, 2 - Student Learning 1

Strategy 2 Details

Strategy 2: Teachers in grades 3-5 will use HQIMs, such as McGraw-Hill Science and student data from classroom formative assessments, CBA, and interim assessments to provide targeted Tier 1 Whole Group Instruction, and Tier 2 small group instruction with an emphasis on priority standards, to ensure at least 60 % of students Meet grade level standards in Science.

Strategy's Expected Result/Impact: 60% or more of students Meet grade level standards in Reading and Math.

Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity for Tier 1 Whole Group Instruction and Tier 2 small group instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Improve low-performing schools

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

Problem Statements: Demographics 1, 2 - 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: The NJES leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading and Math assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 4 and 5 to collaborate, determine, and implement teaching strategies with necessary accommodations and high-quality instructional materials to maintain and attain maximum student growth based on students' individual needs. **Strategy's Expected Result/Impact:** 90% of students in grades 4 and 5 will meet yearly expected growth targets on the 24-25 STAAR test. Planbook lesson plans indicating specific BOOM time plans for each student. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1

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

Performance Objective 1: (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: The NJES admin team will facilitate data analysis meetings during PLCs to analyze individual student STAAR Reading, Math, and Science assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 3, 4 and 5 to collaborate, determine, and implement teaching strategies with accommodations and materials that are most impactful to increase student achievement to Meets Grade Level performance indicator in the Hispanic, African American, Emergent Bilingual, Economically Disadvantaged, and Special Education sub-populations. **Strategy's Expected Result/Impact:** Evidence of improved student achievement at the Meets Grade Level performance indicators on STAAR, Screener, CBA, and Interim assessments in the specific sub-populations of Hispanic, African American, Emergent Bilingual, Economically Disadvantaged, and Special Education sub-populations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1

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

Performance Objective 2: (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: The NJES leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading and Math assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 3, 4 and 5 to collaborate, determine, and implement teaching strategies with necessary accommodations and high-quality instructional materials at a Tier 1 level. **Strategy's Expected Result/Impact:** Increase in student achievement at Meets level **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1

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: Stemscopes Math will be implemented with fidelity across grade levels K-5 to support student learning and provided differentiated instructional support to all students during Tier 1 Instruction. **Strategy's Expected Result/Impact:** NWEAP MAP data will show the number of students meeting expectations is increasing. **Staff Responsible for Monitoring:** Principal, AP, IC, Teachers **Title I:** 2.4, 2.5, 2.6 **- 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:** Demographics 2 - Student Learning 1

Strategy 2 Details
Strategy 2: HMH will be implemented with fidelity across grade levels K-5 to support student learning and provided differentiated instructional support to all students during Tier 1 Instruction. **Strategy's Expected Result/Impact:** NWEAP MAP data will show the number of students meeting expectations is increasing. **Staff Responsible for Monitoring:** Principal, AP, IC, Teachers **Title I:** 2.4, 2.5, 2.6 **- 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:** Demographics 1

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: Stemscopes Math will be implemented with fidelity across grade levels K-5 to support student learning and provided differentiated instructional support to all students during Tier 1 Instruction. **Strategy's Expected Result/Impact:** NWEAP MAP data will show the number of students meeting expectations is increasing. **Staff Responsible for Monitoring:** Principal, AP, IC, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1
Strategy 2 Details
Strategy 2: HMH will be implemented with fidelity across grade levels K-5 to support student learning and provided differentiated instructional support to all students during Tier 1 Instruction. **Strategy's Expected Result/Impact:** NWEAP MAP data will show the number of students meeting expectations is increasing. **Staff Responsible for Monitoring:** Principal, AP, IC, Teachers **Title I:** 2.4, 2.5, 2.6 **- 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:** Demographics 1

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: Teachers will utilize HMH, Heggerty, and other HQIMs within the HIPs, with fidelity to plan for and implement daily phonics instruction to all students in whole group and small group settings. **Strategy's Expected Result/Impact:** Number of students showing growth will increase after each assessment period. **Staff Responsible for Monitoring:** Principal, AP, IC, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1

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: NJES Attendance Plan will be created and implemented to reach out to parents at 3, 6, and 9 absences. **Strategy's Expected Result/Impact:** Increase in student attendance. **Staff Responsible for Monitoring:** Principal, AP, Registrar/PEIMS Clerk **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1
Strategy 2 Details
Strategy 2: Students will participate in Guidance Lessons promoting physical, social, emotional health and regulation to support the whole child. **Strategy's Expected Result/Impact:** Improved self-regulation, coping skills, and overall social emotional health **Staff Responsible for Monitoring:** Principal, AP, Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 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: The Resource & Inclusion team will coordinate, collaborate, plan, and co-teach with classroom teachers to ensure students in the Special Education sub-population are receiving services that ensure students are accessing grade level content, as well as ensuring individual student goals are met. **Strategy's Expected Result/Impact:** Increase in academic performance for students receiving special education services. Increased number of students receiving special education services meeting IEP goals. **Staff Responsible for Monitoring:** Principal, AP, IC, Sped Dept. Chair, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2

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

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

Evaluation Data Sources: Skyward referrals, low level referral system

Strategy 1 Details
Strategy 1: Campus will continue Year 3 implementation of Leader in Me across all grade levels to teach students character education, coping strategies, and conflict resolution. **Strategy's Expected Result/Impact:** Campus disciplinary referrals will decline significantly. **Staff Responsible for Monitoring:** Principal, AP, Teachers and Staff **Problem Statements:** School Processes & Programs 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: Provide Professional Learning Communities (PLCs) that support effective teaching strategies that support, promote, and develop student outcomes in literacy and numeracy based on data from observation and feedback cycles. **Strategy's Expected Result/Impact:** Increase in teacher efficacy, capacity, and confidence. **Staff Responsible for Monitoring:** Principal, AP, IC, Mentors, Team leads **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1
Strategy 2 Details
Strategy 2: The Principal, Assistant Principal, and Instructional Coach will conduct regular walkthroughs with written and/or in-person feedback, with opportunities to participate in Coaching Cycles with Instructional Coach. **Strategy's Expected Result/Impact:** Increase in teacher capacity and self-efficacy **Staff Responsible for Monitoring:** Principal, AP, IC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1

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

Performance Objective 2: (2.2.3) Use surveys and data such as Culture Surveys to assess, monitor, and increase department and campus culture.

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

Strategy 1 Details
Strategy 1: Staff will participate in staff surveys to rate effectiveness and provide feedback on Professional Learning, Culture and Climate. **Strategy's Expected Result/Impact:** Evidence of improved culture amongst staff. Less teacher absences, more teacher participation in PLCs. **Staff Responsible for Monitoring:** Principal, AP, IC, Counselor, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1

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: The Parent Family Engagement Committee will team with the PTA to coordinate school wide events that pair family engagement with learning, such as Leader in Me Day, Hispanic Heritage Night, Choir Nights, Music Nights, Theater Nights, Trunk or Treat, Texas Day, Field Day, and the Spring Fest **Strategy's Expected Result/Impact:** Increased parent participation at events. Increased volunteerism and increased opportunities for student leadership **Staff Responsible for Monitoring:** Principal, AP, IC **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 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: The NJES Admin team will send out a feedback survey after each parent and family engagement event to garners positives and areas of improvement needed. **Strategy's Expected Result/Impact:** Increased parent and family voice in event planning Increased trust in the NJES community **Staff Responsible for Monitoring:** Principal, AP, IC, LightHouse Team **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 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: The NJES Admin team will work to increase the number of responses to surveys by offering the survey in multiple formats and locations. **Strategy's Expected Result/Impact:** Increased number of participants Increased number of positive experiences being shared **Staff Responsible for Monitoring:** Front Office team, Principal, AP **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1

Strategy 2 Details
Strategy 2: The Front Office staff will meet weekly to review front office, systems, updates, parent concerns, and parent feedback to ensure quality customer service. **Strategy's Expected Result/Impact:** Increased positive customer service experiences shared in survey. **Staff Responsible for Monitoring:** Front Office Staff, Principal, AP **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 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: Present training to staff of inclusiveness in collaboration with the Director of Diversity, Equity, and Inclusion to ensure that teachers have a more enhanced understanding of all demographics and needs. **Strategy's Expected Result/Impact:** Increased positive parent perception of campus events **Staff Responsible for Monitoring:** Principal, AP, IC, Counselor, Teachers **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1