

Midland Independent School District



South Elementary

Accountability Rating: C

2025-2026 Campus Improvement Plan

Mission Statement

All South Elementary students will be prepared for college, career, or the military through the implementation of effective data-driven Tier 1 instruction that supports social emotional wellbeing.

Vision

At South Elementary, we envision a learning community where every student is empowered, educated, and embraced through high-quality, data-driven instruction and a strong commitment to social-emotional well-being. Guided by our core values of Perseverance, Respect, Integrity, Determination, and Excellence, we strive to prepare all students for future success in college, career, or the military—ensuring that every child thrives in a culture of equity, purpose, and possibility.

Core Purpose:

Empower
Educate
Embrace
Everyone

Core Values:

Perseverance
Respect
Integrity
Determination
Excellence

Value Statement

Educate, Empower, Embrace Everyone.

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Comprehensive Needs Assessment

Demographics

Summary

South Elementary is a local school with a strong tradition, where both current stakeholders and their parents have attended.

The data from past school years reveals trends in attendance rates and disciplinary incidents, alongside student and staff demographics at our school.

Attendance rates remained fairly consistent over the years, with the highest recorded in 2019-2020 at 94.8% and the lowest in 2021-2022 at 91.3%. Discipline incidents showed fluctuations, with the highest number reported in 2022-2023 (162 incidents) and the lowest in 2023-2024 (34 incidents).

In terms of student demographics, our school has seen a steady increase in total enrollment, reaching 769 students in 2024-2025. Economically disadvantaged students consistently represent a significant majority, accounting for over 80% in each year, rising to 93% at the end of the 2024-2025 school year. The Hispanic population has been the largest ethnic group, comprising over 80% of the student body each year, followed by African-American, White, and other ethnicities. The data also shows a significant increase in the Emergent Bilingual (EB) population, accounting for 43% of the student population in 2024-2025.

Staff demographics indicate a stable number of teachers over the years, with slight fluctuations in diversity. Hispanic teachers consistently made up a notable portion of the staff, reflecting the community's composition.

Overall, these data points highlight our school's efforts to maintain attendance rates while addressing disciplinary issues, as well as our commitment to serving a diverse student population with a dedicated and diverse teaching staff.

Attendance & Discipline Data:

School Year	Attendance %	# Discipline Incidents
2024-20	92.8	49
2023-20	93.3	48
2022-20	92.28	162
2021-20	91.3	158
2020-20	92.4	95
2019-20	94.8	No Data

Student Demographic Data:

School Year	Total Students	Economically Disadvantaged	At Risk	Homeless	Mobil Rate	Hispanic	African American	White	Other	Male	Female	EB	SpE	504
2024-20	769	69%	458	71	122	579	46	42	10	40	368	33%	108	8
2023-20	764	69%	398	36	No data	655	56	41	12	41	351	30%	113	4
2022-20	605	52%	435	1	113	536	37	28	4	33	274	21%	72	6
2021-20	503	41%	340	4	120	450	25	24	4	26	241	19%	44	4
2020-20	481	41%	342	1	97	437	30	10	4	25	231	17%	48	4

Staff Demographic Data:

School Year	Total Teache	Hispan	AA	Whi	Oth	Male	Female
2024-2025	24	16	2	6	0	4	20
2023-2024	31	14	3	12	2	3	28
2022-2023	26	14	1	11	0	3	23
2021-2022	29	13	2	14	0	3	26
2020-2021	35	15	2	17	1	5	30
2019-2020	30	16	2	10	2	5	25

Strengths

Our school demonstrates significant demographic strengths over the past six years. The student body has shown consistent growth, reaching 769 students in 2024-2025. Economically disadvantaged students have consistently represented a majority, highlighting our commitment to supporting diverse socioeconomic backgrounds.

Ethnic diversity is also a notable strength, with Hispanic students comprising a substantial portion of the student population each year, peaking at 86% in 2023-2024. This reflects our school's strong ties to the Hispanic community and our ability to serve this demographic effectively.

In terms of staff demographics, there has been a steady number of teachers, with a notable presence of Hispanic educators, which aligns with the diversity of our student body. This diversity among staff members enhances our ability to provide culturally responsive education and support to our students.

Overall, these demographic strengths underscore our school's inclusive environment and our commitment to serving a diverse student population effectively through dedicated and diverse staff.

Problem Statements Identifying Demographics Needs

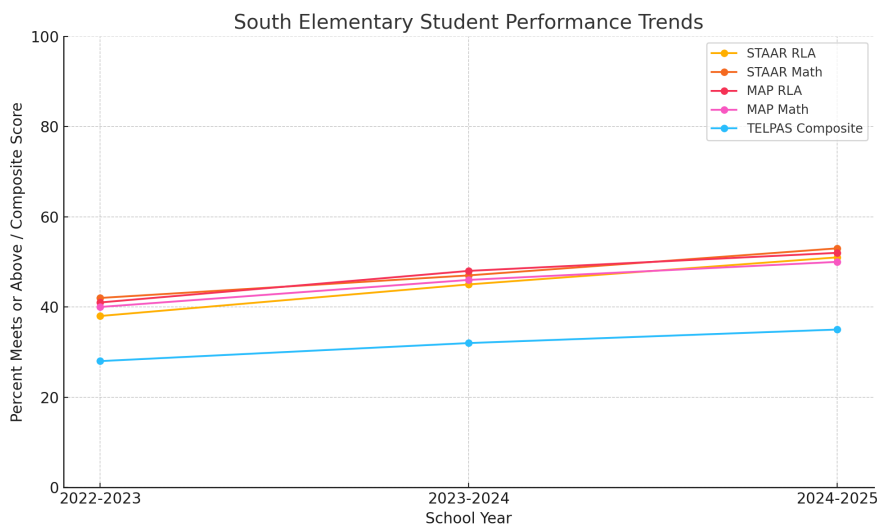
	Problem Statement	Root Cause
1 ★	Attendance rates have remained relatively stable over the last six years but have consistently fallen short of the district's 95% goal.	A high percentage of economically disadvantaged students can face challenges such as lack of transportation, health issues, and unstable housing, all of which can negatively impact attendance.
2 ★	The rate of economically disadvantaged students has increased over the last six years. In the 24-25 school year, economically disadvantaged students at South increased to 93%. Students' socioeconomic status can negatively impact academic achievement.	Parents/Guardians lack information regarding community resources.
3 ★	The campus experiences a high mobility rate, with over 30% of tested students entering or exiting during the school year, which disrupts instructional continuity and hinders academic progress.	Mobility is largely driven by socioeconomic instability, as evidenced by the campus's 90%+ economically disadvantaged rate, contributing to frequent housing transitions and out-of-district relocations.

★ = Priority

Student Learning

Summary

Student performance data from STAAR, NWEA MAP, and TELPAS assessments indicate a positive trend in academic achievement over the past three years. STAAR results show consistent improvement in both reading and math, with STAAR RLA increasing from 38% meets or above in 2022–2023 to 51% in 2024–2025, and STAAR Math rising from 42% to 53% during the same period. Similarly, NWEA MAP scores reflect steady growth, with MAP RLA improving from 41% to 52% and MAP Math from 40% to 50%. These gains suggest strengthened Tier 1 instruction and more effective intervention systems. Additionally, TELPAS composite scores for emergent bilingual students improved from 28% to 35%, demonstrating progress in language proficiency. Despite the gains, continued support is needed to accelerate learning for EB students and mitigate the instructional gaps caused by the campus’s high mobility rate and high percentage of economically disadvantaged students.



Strengths

- **Consistent Growth on STAAR Assessments:**
South Elementary has demonstrated steady improvement in student achievement, with STAAR Reading scores increasing from 38% to 51% and STAAR Math from 42% to 53% over the past three years. This trend reflects effective Tier 1 instructional practices and a strong academic focus in core content areas.
- **Positive Gains on NWEA MAP Assessments:**
Students have shown sustained growth in both MAP Reading and Math. MAP RLA scores rose from 41% to 52%, and MAP Math from 40% to 50%, indicating successful use of formative data to drive instruction and intervention.
- **Closing Achievement Gaps Across Measures:**
The alignment between progress on state (STAAR) and national (MAP) assessments demonstrates a narrowing of performance gaps, supporting the impact of instructional coherence and planning.
- **Improved Language Proficiency Among Emergent Bilinguals:**
TELPAS composite scores increased from 28% to 35% over three years, signaling progress in English language development supports and instructional strategies for emergent bilingual students.
- **Effective Use of Intervention Time:**
The upward trajectory across all assessment platforms suggests that intervention time is being used effectively, with targeted small-group instruction and progress monitoring contributing to accelerated student learning.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.	Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.
2 ★	Emergent bilingual students are not yet making accelerated gains needed to reach language proficiency within the expected timeframe.	Language objectives are not consistently embedded in content instruction, and there is a need for more widespread implementation of sheltered instruction strategies and progress monitoring of language development.
3 ★	Despite overall gains in assessment data, intervention time is not consistently yielding accelerated progress for all student groups, particularly those with the most significant learning gaps.	Intervention practices vary across classrooms, and there is limited alignment between progress monitoring tools, targeted skill gaps, and instructional strategies being used during intervention blocks.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

South Elementary implements Teach Like a Champion to foster a safe, supportive, and collaborative culture and is Level 1 Certified. Instructional leadership works closely with teachers to build strong foundations using guided reading and math programs, including Magnetic Foundations, Amplify, and STEMScopes. In grades K-3, students benefit from research-based instruction in Guided Reading and Guided Math. In grades 2-6, Common Formative Assessment data ensures timely reteaching of priority standards. Professional Learning Communities (PLCs) in grades PreK-6 collaborate on best practices for instruction based on data from MAP and STAAR assessments.

Professional Development

South trains and coaches teachers in research-based instructional strategies. Kinder, first, and second-grade teachers receive training on district resources aligned with Teach Like a Champion strategies. Continuous professional development ensures that teachers are well-equipped to provide high-quality instruction.

Leadership & Decision-Making Processes

South's administration leverages new staffing options approved by the school board to deliver the best possible instruction to students. The leadership team actively supports teachers in implementing effective instructional practices and regularly communicates with staff to ensure alignment and clarity.

Communication

Campus administrators maintain clear and consistent communication with all staff via a weekly "Game Plan," which outlines important events and information for the upcoming week.

Organization & Context

South Elementary provides a well-organized environment with comprehensive support services and scheduling that accommodates various student needs. Extracurricular and cocurricular opportunities are available to enhance the overall student experience.

Technology Integration/Plan

As a 1:1 technology campus, every student at South Elementary has access to an electronic device to enhance learning and integrate technology into their daily educational experiences.

Other

South Elementary's commitment to a safe, supportive, and collaborative culture, along with its focus on high-quality instruction, professional development, and effective communication, creates a positive and productive learning environment for all students.

Strengths

1. Curriculum & Instruction:

- Research-Based Framework: Implementation of Teach Like a Champion Indicators ensures a structured, safe, engaging, and collaborative learning environment.
- Data-Driven Instruction: Utilization of MAP and STAAR assessment data through Professional Learning Communities (PLCs)

helps tailor instruction to meet students' needs.

- Targeted Instruction: Strong foundations in guided reading and math, particularly in K-3, using Magnetic Foundations, Amplify, and STEMScopes.

2. Professional Development:

- Ongoing Training and Coaching: Teachers receive continuous professional development in research-based instructional strategies, particularly in early grades (K-2), ensuring they are well-prepared to deliver effective instruction.

3. Leadership & Decision-Making Processes:

- Supportive Leadership: The administration uses new staffing options to optimize instruction quality and supports teachers with effective instructional practices.
- Collaborative Decision-Making: Leadership actively involves teachers in decision-making processes related to instructional strategies and resource allocation.

4. Communication:

- Effective Communication: Weekly "Game Plan" updates from campus administrators ensure clear and consistent communication with all staff about important events and information.

5. Organization & Context:

- Structured Environment: Well-organized support services, scheduling, and a variety of extracurricular and co-curricular opportunities enhance the student experience.

6. Technology Integration/Plan:

- 1:1 Technology Initiative: Every student has access to an electronic device, facilitating the integration of technology into learning and enhancing educational experiences.

7. Overall Culture:

- Positive School Culture: The focus on a safe, supportive, and collaborative culture underpins all initiatives, contributing to a positive and productive learning environment for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Despite the use of research-based programs and guided instruction, student achievement remains inconsistent across grade levels, particularly in transferring skills from intervention to Tier 1 instruction.</p>	<p>There is variability in the implementation of guided reading and math practices, and some teachers require additional support in aligning instructional delivery with Teach Like a Champion strategies/ indicators and priority TEKS.</p>
<p>2 ★</p> <p>While professional development is provided, not all staff consistently apply research-based strategies with fidelity across content areas and student groups.</p>	<p>Follow-up coaching and job-embedded support vary by grade level, limiting the consistent transfer of training into daily instructional practice.</p>
<p>3 ★</p> <p>Although leadership supports instructional practices, there is occasional misalignment between campus initiatives and classroom execution, especially during periods of staffing changes.</p>	<p>Communication and implementation systems, while frequent, sometimes lack structured feedback loops from teachers to leaders, leading to gaps in execution clarity.</p>
<p>4 ★</p> <p>Despite strong support services and scheduling systems, some students with academic or behavioral needs are not consistently accessing timely interventions.</p>	<p>The current structure may not fully account for the high levels of student mobility and diverse learner needs, which challenge the consistency of support delivery.</p>

★ = Priority

Perceptions

Summary

Surveys, Interviews, & Focus Groups

Lee Atwater, a political strategist, stated, "Perception is reality," emphasizing that beliefs about an institution must be considered in decision-making processes. At South Elementary, K12 Insight conducts surveys for parents, staff, and students to gather feedback and share the results with the campus. Respondents consistently report that the school is safe and that interactions are respectful.

Parent Engagement Evaluations/Feedback & Participation Levels

South Elementary promotes family involvement through various activities and student performances. These events are communicated via Parent Monthly Calendars, BlackBoard Call Outs, Class and School Dojo, X (Twitter), Facebook, the school website, and the school marquee.

Culture, Climate, Values, Beliefs

South Elementary, the only Midland ISD campus, implements Teach Like a Champion research-based Leading Indicators to foster a safe, supportive, and collaborative culture.

Community Partnerships and Volunteer Data

South maintains several community partnerships with organizations such as Crestview Baptist Church, Golden Chick, PBX, and the Food Bank. These partnerships provide volunteers who offer a wide range of support for families, students, and staff.

Staff Surveys/Feedback

Feedback from staff is gathered through surveys conducted by K12 Insight, contributing to a comprehensive understanding of the school environment and culture.

Student Feedback

Student feedback is also collected through surveys, ensuring their voices are heard and considered in decision-making processes.

Communication Data

South Elementary ensures effective communication with all stakeholders through various channels, including Parent Monthly Calendars, BlackBoard Call Outs, Class and School Dojo, X (Twitter), Facebook, the school website, and the school marquee.

Staff Retention

In the 2022-23 school year, South faced 22 vacant teaching positions due to a lack of teacher retention. However, teacher retention has significantly improved.

Other

South Elementary's commitment to fostering a safe, supportive, and collaborative culture, along with its strong community partnerships and improved teacher retention, contributes to a positive and productive learning environment.

Strengths

Positive Campus Climate and Culture:

Survey data from K12 Insight consistently reflect that students, staff, and families perceive South Elementary as a safe, respectful, and welcoming environment.

Teach Like a Champion Strategies:

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South Elementary demonstrates a strong commitment to fostering a safe, supportive, and collaborative culture grounded in Teach Like a Champion research-based Leading Indicators.

Strong Family and Community Engagement:

South maintains active communication with families through multiple platforms—such as monthly calendars, Dojo, BlackBoard, social media, and the school marquee—and promotes high levels of parent participation through performances and campus events.

Valued Community Partnerships:

Partnerships with organizations like Crestview Baptist Church, Golden Chick, PBX, and the Food Bank provide essential volunteer support and resources that positively impact students, staff, and families.

Inclusive Feedback Practices:

Feedback from students, staff, and parents is regularly collected through surveys and considered in decision-making processes, promoting a culture of continuous improvement and stakeholder voice.


Improved Staff Retention:

While the campus previously experienced high turnover, teacher retention has significantly improved, contributing to greater instructional consistency and staff stability.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While survey feedback reflects a positive school climate, not all stakeholder groups engage consistently in feedback opportunities or school decision-making processes.	Stakeholder engagement tools (e.g., surveys and events) are available but may not always be tailored or accessible to meet the diverse needs and schedules of all families and community members.
2 ★	South experiences variable parent participation and involvement.	Despite multiple communication channels, some parents may still feel disconnected or unable to participate fully in school activities due to various barriers such as language differences, work schedules, or lack of understanding of the importance of engagement.
3 ★	Limited Depth of Insights with surveys	While surveys and focus groups provide valuable feedback, they may lack the depth and detail needed to fully understand underlying issues. Respondents might not always provide comprehensive or honest responses, leading to gaps in data.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Attendance rates have remained relatively stable over the last six years but have consistently fallen short of the district's 95% goal.

A high percentage of economically disadvantaged students can face challenges such as lack of transportation, health issues, and unstable housing, all of which can negatively impact attendance.

2
★

The rate of economically disadvantaged students has increased over the last six years. In the 24-25 school year, economically disadvantaged students at South increased to 93%. Students' socioeconomic status can negatively impact academic achievement.

Parents/Guardians lack information regarding community resources.

3
★

The campus experiences a high mobility rate, with over 30% of tested students entering or exiting during the school year, which disrupts instructional continuity and hinders academic progress.

Mobility is largely driven by socioeconomic instability, as evidenced by the campus's 90%+ economically disadvantaged rate, contributing to frequent housing transitions and out-of-district relocations.

4
★

While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.

Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.

5
★

Emergent bilingual students are not yet making accelerated gains needed to reach language proficiency within the expected timeframe.

Language objectives are not consistently embedded in content instruction, and there is a need for more widespread implementation of sheltered instruction strategies and progress monitoring of language development.

6
★

Despite overall gains in assessment data, intervention time is not consistently yielding accelerated progress for all student groups, particularly those with the most significant learning gaps.

Intervention practices vary across classrooms, and there is limited alignment between progress monitoring tools, targeted skill gaps, and instructional strategies being used during intervention blocks.

7
★

Despite strong support services and scheduling systems, some students with academic or behavioral needs are not consistently accessing timely interventions.

The current structure may not fully account for the high levels of student mobility and diverse learner needs, which challenge the consistency of support delivery.

8
★

Despite the use of research-based programs and guided instruction, student achievement remains inconsistent across grade levels, particularly in transferring skills from intervention to Tier 1 instruction.

There is variability in the implementation of guided reading and math practices, and some teachers require additional support in aligning instructional delivery with Teach Like a Champion strategies/ indicators and priority TEKS.

9
★

South experiences variable parent participation and involvement.

Despite multiple communication channels, some parents may still feel disconnected or unable to participate fully in school activities due to various barriers such as language differences, work schedules, or lack of understanding of the importance of engagement.

10
★

While professional development is provided, not all staff consistently apply research-based strategies with fidelity across content areas and student groups.

Follow-up coaching and job-embedded support vary by grade level, limiting the consistent transfer of training into daily instructional practice.

11
★

Although leadership supports instructional practices, there is occasional misalignment between campus initiatives and classroom execution, especially during periods of staffing changes.

Communication and implementation systems, while frequent, sometimes lack structured feedback loops from teachers to leaders, leading to gaps in execution clarity.

12
★

While survey feedback reflects a positive school climate, not all stakeholder groups engage consistently in feedback opportunities or school decision-making processes.

Stakeholder engagement tools (e.g., surveys and events) are available but may not always be tailored or accessible to meet the diverse needs and schedules of all families and community members.

13

Limited Depth of Insights with surveys



While surveys and focus groups provide valuable feedback, they may lack the depth and detail needed to fully understand underlying issues. Respondents might not always provide comprehensive or honest responses, leading to gaps in data.

 = **Priority**



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data
- T-P ESS data

Parent/Community Data

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



Goals

Goal 1

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

Performance Objective 1

The percentage of PreK students performing at grade level in ELAR will increase from 94% to 96% by June 2026.

Evaluation Data Source: CLI Engage Data

Strategy 1

Continue to implement daily structured whole group lessons aligned with district curriculum using direct instruction strategies.

Strategy's Expected Result/Impact: Increased student engagement and early literacy skill development measured by PreK checkpoints.

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 1

Funding Sources: None 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 2

Continue to facilitate targeted small group instruction daily, based on observational and formative data for literacy readiness.

Strategy's Expected Result/Impact: 80% of students demonstrate growth on formative checkpoints across early literacy strands.

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 1

Funding Sources: None 211 Title 1,

Title I: 2.5.1

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 3

Continue to rotate literacy workstations that reinforce learning objectives and build independent learning habits.

Strategy's Expected Result/Impact: Students demonstrate increased independence and application of early skills as measured by anecdotal records and progress monitoring.

Staff Responsible for Monitoring: Admin

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

Funding Sources: None 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.</p>	<p>Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.</p>
<p>2 Emergent bilingual students are not yet making accelerated gains needed to reach language proficiency within the expected timeframe.</p>	<p>Language objectives are not consistently embedded in content instruction, and there is a need for more widespread implementation of sheltered instruction strategies and progress monitoring of language development.</p>

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Despite the use of research-based programs and guided instruction, student achievement remains inconsistent across grade levels, particularly in transferring skills from intervention to Tier 1 instruction.</p>	<p>There is variability in the implementation of guided reading and math practices, and some teachers require additional support in aligning instructional delivery with Teach Like a Champion strategies/ indicators and priority TEKS.</p>

Performance Objective 2

The percentage of PreK students performing at grade level in Math will increase from 93% to 95% by June 2026.

Evaluation Data Source: CLI Engage Data

Strategy 1

Continue to implement daily structured whole group lessons aligned with district curriculum using direct instruction strategies.

Strategy's Expected Result/Impact: Increased student engagement and early math skill development measured by PreK checkpoints.

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 1

Funding Sources: None 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 2

Continue to facilitate targeted small group instruction daily, based on observational and formative data for numeracy readiness.

Strategy's Expected Result/Impact: 80% of students demonstrate growth on formative checkpoints across early numeracy strands.

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 1

Funding Sources: None 211 Title 1,

Title I: 2.5.1

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 3

Continue to rotate numeracy workstations that reinforce learning objectives and build independent learning habits.

Strategy's Expected Result/Impact: Students demonstrate increased independence and application of early skills as measured by anecdotal records and progress monitoring.

Staff Responsible for Monitoring: Admin

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

Funding Sources: None 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.

Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.

2

Emergent bilingual students are not yet making accelerated gains needed to reach language proficiency within the expected timeframe.

Language objectives are not consistently embedded in content instruction, and there is a need for more widespread implementation of sheltered instruction strategies and progress monitoring of language development.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Despite the use of research-based programs and guided instruction, student achievement remains inconsistent across grade levels, particularly in transferring skills from intervention to Tier 1 instruction.

There is variability in the implementation of guided reading and math practices, and some teachers require additional support in aligning instructional delivery with Teach Like a Champion strategies/ indicators and priority TEKS.

Performance Objective 3

The percentage of Kinder students performing at grade level in ELAR will increase from 16% to 61% by June 2026.

Evaluation Data Source: 2026 mClass EOY Data

Strategy 1 Targeted Support Strategy

Kinder teachers will conduct small group guided reading and phonics daily using Magnetic Reading Foundations during interventions by December 2025.

Strategy's Expected Result/Impact: Amplify BOY & MOY benchmarks show 10% growth in phonics mastery.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1, 3

Funding Sources: None 211 Title 1,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

By November 2025, teachers will implement TLAC ~No Opt Out and ~Right is Right" in whole group literacy blocks, monitored via coaching.

Strategy's Expected Result/Impact: Observation data shows improved academic response rates and corrections.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

February

April

June

Strategy 3 **Targeted Support Strategy**

South will use High-quality instructional materials (HQIM) with Teach Like a Champion research-based high-yield strategies to ensure effective lessons for tier 1 instruction in all grades PK-6

Strategy's Expected Result/Impact: Amplify BOY & MOY benchmarks show 10% growth in phonics mastery.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 4 **Targeted Support Strategy**

Provide teachers with embedded classroom coaching, modeling, and training for Prek-6 teachers by utilizing Teach Like a Champion research-based high-yield instructional strategies and HQIM resources.

Strategy's Expected Result/Impact: Amplify BOY & MOY benchmarks show 10% growth in phonics mastery.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 5

Facilitate targeted small group instruction daily, based on observational and formative data for literacy strands.

Strategy's Expected Result/Impact: 80% of students demonstrate growth on formative checkpoints across literacy strands.

Staff Responsible for Monitoring: Classroom Teachers
Admin

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2

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

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

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Strategy 6 **Targeted Support Strategy**

Rotate literacy workstations that reinforce learning objectives and build independent learning habits.

Strategy's Expected Result/Impact: Students demonstrate increased independence and application of skills as measured by anecdotal records and progress monitoring.

Staff Responsible for Monitoring: Classroom Teachers
Admin

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.	Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.
2 Emergent bilingual students are not yet making accelerated gains needed to reach language proficiency within the expected timeframe.	Language objectives are not consistently embedded in content instruction, and there is a need for more widespread implementation of sheltered instruction strategies and progress monitoring of language development.
3 Despite overall gains in assessment data, intervention time is not consistently yielding accelerated progress for all student groups, particularly those with the most significant learning gaps.	Intervention practices vary across classrooms, and there is limited alignment between progress monitoring tools, targeted skill gaps, and instructional strategies being used during intervention blocks.

Performance Objective 4

The percentage of Kinder students performing at grade level in Math will increase from 0% to 50% by June 2026.

Evaluation Data Source: 2026 EOY IReady Data

Strategy 1 **Targeted Support Strategy**

By January 2026, teachers will implement TLAC techniques including 'Everybody Writes' and 'Check for Understanding' in math blocks.

Strategy's Expected Result/Impact: Walkthroughs show 80% implementation of techniques by February 2026.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy

Conduct weekly coaching cycles aligned to Get Better Faster with a focus on math discourse.

Strategy's Expected Result/Impact: Student talk ratio during math lessons increases 2:1 by MOY.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: School Processes & Programs 2

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3 Targeted Support Strategy

South will use High-quality instructional materials (HQIM) with TLAC research-based high-yield strategies to ensure effective lessons for tier 1 instruction in all grades PK-6

Strategy's Expected Result/Impact: IReady BOY & MOY benchmarks show 10% growth in math computation and problem solving

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy

Provide teachers with embedded classroom coaching, modeling, and training for Prek-6 teachers by utilizing TLAC research-based high-yield instructional strategies and HQIM resources.

Strategy's Expected Result/Impact: IReady BOY & MOY benchmarks show 10% growth in math computation and problem solving

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: School Processes & Programs 1, 2

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 5

Facilitate targeted small group instruction daily and utilize 'brain drain' daily practice targeting numeracy readiness.

Strategy's Expected Result/Impact: 80% of students demonstrate growth on CFUs and 'brain drain' across numeracy strands.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 6

Rotate math workstations that reinforce learning objectives and build independent learning habits.

Strategy's Expected Result/Impact: Students demonstrate increased independence and application of skills as measured by anecdotal records and progress monitoring.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.</p>	<p>Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.</p>
<p>3 Despite overall gains in assessment data, intervention time is not consistently yielding accelerated progress for all student groups, particularly those with the most significant learning gaps.</p>	<p>Intervention practices vary across classrooms, and there is limited alignment between progress monitoring tools, targeted skill gaps, and instructional strategies being used during intervention blocks.</p>

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Despite the use of research-based programs and guided instruction, student achievement remains inconsistent across grade levels, particularly in transferring skills from intervention to Tier 1 instruction.</p>	<p>There is variability in the implementation of guided reading and math practices, and some teachers require additional support in aligning instructional delivery with Teach Like a Champion strategies/ indicators and priority TEKS.</p>
<p>2 While professional development is provided, not all staff consistently apply research-based strategies with fidelity across content areas and student groups.</p>	<p>Follow-up coaching and job-embedded support vary by grade level, limiting the consistent transfer of training into daily instructional practice.</p>

Performance Objective 5

The percentage of 1st grade students performing at grade in ELAR will increase from 52% to 61% by June 2026.

Evaluation Data Source: 2026 mClass EOY Data

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**
 Results Driven Accountability

By September 2025, teachers will implement Magnetic Reading Foundation small groups 3x per week and log data in mClass.

Strategy's Expected Result/Impact: Amplify MOY scores show 15% gain in accuracy/fluency from BOY.

Staff Responsible for Monitoring: Classroom Teachers, Admin and MCLs

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy

Teachers will apply TLAC techniques 'Break It Down' and 'Stretch It' during literacy warmups by October 2025.

Strategy's Expected Result/Impact: Walkthroughs reflect 100% of teachers using modeled questioning routines.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: School Processes & Programs 1, 2

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Conduct weekly data meetings with teachers using student data cards aligned to skill mastery checks.

Strategy's Expected Result/Impact: Intervention groups will demonstrate 80% growth on skill-based exit tickets by May 2026.

Staff Responsible for Monitoring: Classroom Teachers

MCLs

Admin

Problem Statements: Student Learning 1 - School Processes & Programs 4

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 4 Targeted Support Strategy

South will use High-quality instructional materials (HQIM) with TLAC research-based high-yield strategies to ensure effective lessons for tier 1 instruction in all grades PK-6

Strategy's Expected Result/Impact: Amplify BOY & MOY benchmarks show 10% growth in phonics mastery.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

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

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 5

Provide teachers with embedded classroom coaching, modeling, and training for Prek-6 teachers by utilizing Teach Like a Champion research-based high-yield instructional strategies and HQIM resources.

Strategy's Expected Result/Impact: Amplify BOY & MOY benchmarks show 10% growth in phonics mastery.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: School Processes & Programs 2, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

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Strategy 6 Targeted Support Strategy

Facilitate targeted small group instruction daily, based on observational and formative data for literacy strands.

Strategy's Expected Result/Impact: 80% of students demonstrate growth on formative checkpoints across literacy strands.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 7 Targeted Support Strategy

Rotate literacy workstations that reinforce learning objectives and build independent learning habits.

Strategy's Expected Result/Impact: Students demonstrate increased independence and application of skills as measured by anecdotal records and progress monitoring.

Staff Responsible for Monitoring: Classroom Teachers, Admin and MCLs

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.	Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Despite the use of research-based programs and guided instruction, student achievement remains inconsistent across grade levels, particularly in transferring skills from intervention to Tier 1 instruction.	There is variability in the implementation of guided reading and math practices, and some teachers require additional support in aligning instructional delivery with Teach Like a Champion strategies/ indicators and priority TEKS.
2 While professional development is provided, not all staff consistently apply research-based strategies with fidelity across content areas and student groups.	Follow-up coaching and job-embedded support vary by grade level, limiting the consistent transfer of training into daily instructional practice.
3 Although leadership supports instructional practices, there is occasional misalignment between campus initiatives and classroom execution, especially during periods of staffing changes.	Communication and implementation systems, while frequent, sometimes lack structured feedback loops from teachers to leaders, leading to gaps in execution clarity.
4 Despite strong support services and scheduling systems, some students with academic or behavioral needs are not consistently accessing timely interventions.	The current structure may not fully account for the high levels of student mobility and diverse learner needs, which challenge the consistency of support delivery.

Performance Objective 6

The percentage of 1st-grade students performing at grade level in Math will increase from 4% to 50% by June 2026.

Evaluation Data Source: 2026 IReady EOY Data

Strategy 1

By January 2026, teachers will implement TLAC techniques including 'Everybody Writes' and 'Check for Understanding' in math blocks.

Strategy's Expected Result/Impact: Walkthroughs show 80% implementation of techniques by February 2026.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2

Conduct weekly coaching cycles aligned to TLAC (including Turn & Talk, QA12345, etc.) with a focus on math discourse.

Strategy's Expected Result/Impact: Student talk ratio during math lessons increases 2:1 by MOY.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3

South will use High-quality instructional materials (HQIM) with TLAC research-based high-yield strategies to ensure effective lessons for tier 1 instruction in all grades PK-6

Strategy's Expected Result/Impact: IReady BOY & MOY benchmarks show 10% growth in math computation and problem solving

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy

Provide teachers with embedded classroom coaching, modeling, and training for PreK-6 teachers by utilizing TLAC research-based high-yield instructional strategies and HQIM resources.

Strategy's Expected Result/Impact: IReady BOY & MOY benchmarks show 10% growth in math computation and problem solving

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

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Strategy 5

Facilitate targeted small group instruction, daily practice of computation, and measured using observational and formative data for numeracy readiness.

Strategy's Expected Result/Impact: 80% of students demonstrate growth on formative checkpoints across numeracy strands.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 6

Rotate math workstations that reinforce learning objectives and build independent learning habits.

Strategy's Expected Result/Impact: Students demonstrate increased independence and application of skills as measured by anecdotal records and progress monitoring.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.</p>	<p>Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.</p>
<p>3 Despite overall gains in assessment data, intervention time is not consistently yielding accelerated progress for all student groups, particularly those with the most significant learning gaps.</p>	<p>Intervention practices vary across classrooms, and there is limited alignment between progress monitoring tools, targeted skill gaps, and instructional strategies being used during intervention blocks.</p>

Performance Objective 7

The percentage of 2nd grade students performing at grade in ELAR will increase from 32% to 61% by June 2026.

Evaluation Data Source: 2026 mClass EOY Data

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**
 Results Driven Accountability

By October 2025, teachers will implement iReady small groups 3x per week and log data in student lesson tracker.

Strategy's Expected Result/Impact: iReady MOY scores show 15% gain in accuracy/fluency from BOY.

Staff Responsible for Monitoring: Classroom Teachers, Admin and MCLs

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy

Teachers will apply TLAC techniques 'Break It Down' and 'Stretch It' during literacy warmups by October 2025.

Strategy's Expected Result/Impact: Walkthroughs reflect 100% of teachers using modeled questioning routines.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: School Processes & Programs 1, 2

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Conduct weekly data meetings with teachers using student data cards aligned to skill mastery checks.

Strategy's Expected Result/Impact: Intervention groups will demonstrate 80% growth on skill-based exit tickets by May 2026.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1 - School Processes & Programs 4

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 4 Targeted Support Strategy

South will use High-quality instructional materials (HQIM) with TLAC research-based high-yield strategies to ensure effective lessons for tier 1 instruction in all grades PK-6

Strategy's Expected Result/Impact: Amplify BOY & MOY benchmarks show 10% growth in phonics mastery.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

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

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 5

Provide teachers with embedded classroom coaching, modeling, and training for Prek-6 teachers by utilizing TLAC research-based high-yield instructional strategies and HQIM resources.

Strategy's Expected Result/Impact: Amplify BOY & MOY benchmarks show 10% growth in phonics mastery.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: School Processes & Programs 2, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

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Strategy 6 Targeted Support Strategy

Facilitate targeted small group instruction daily and utilize the UNWRAP strategy when breaking down a text.

Strategy's Expected Result/Impact: 80% of students demonstrate growth on formative checkpoints across literacy strands.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 7 **Targeted Support Strategy**

Rotate literacy workstations that reinforce learning objectives and build independent learning habits.

Strategy's Expected Result/Impact: Students demonstrate increased independence and application of skills as measured by anecdotal records and progress monitoring.

Staff Responsible for Monitoring: Classroom Teachers, Admin and MCLs

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.	Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Despite the use of research-based programs and guided instruction, student achievement remains inconsistent across grade levels, particularly in transferring skills from intervention to Tier 1 instruction.	There is variability in the implementation of guided reading and math practices, and some teachers require additional support in aligning instructional delivery with Teach Like a Champion strategies/ indicators and priority TEKS.
2 While professional development is provided, not all staff consistently apply research-based strategies with fidelity across content areas and student groups.	Follow-up coaching and job-embedded support vary by grade level, limiting the consistent transfer of training into daily instructional practice.
3 Although leadership supports instructional practices, there is occasional misalignment between campus initiatives and classroom execution, especially during periods of staffing changes.	Communication and implementation systems, while frequent, sometimes lack structured feedback loops from teachers to leaders, leading to gaps in execution clarity.
4 Despite strong support services and scheduling systems, some students with academic or behavioral needs are not consistently accessing timely interventions.	The current structure may not fully account for the high levels of student mobility and diverse learner needs, which challenge the consistency of support delivery.

Performance Objective 8

The percentage of 2nd students performing at grade level in Math will increase from 1% to 50% by June 2026.

Evaluation Data Source: 2026 IReady EOY Data

Strategy 1

By January 2026, teachers will implement TLAC techniques including 'Everybody Writes' and 'Check for Understanding' in math blocks.

Strategy's Expected Result/Impact: Walkthroughs show 80% implementation of techniques by February 2026.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2

Conduct weekly coaching cycles aligned to Get Better Faster with a focus on math discourse.

Strategy's Expected Result/Impact: Student talk ratio during math lessons increases 2:1 by MOY.

Staff Responsible for Monitoring: Admin and MCLs

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3

South will use High-quality instructional materials (HQIM) with Teach Like a Champion strategies to ensure effective lessons for tier 1 instruction in all grades PK-6

Strategy's Expected Result/Impact: IReady BOY & MOY benchmarks show 10% growth in math computation and problem solving

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy

Provide teachers with embedded classroom coaching, modeling, and training for Prek-6 teachers by utilizing Teach Like a Champion research-based high-yield instructional strategies and HQIM resources.

Strategy's Expected Result/Impact: IReady BOY & MOY benchmarks show 10% growth in math computation and problem solving

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

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Strategy 5

Facilitate targeted small group instruction daily, based on observational and formative data for numeracy readiness.

Strategy's Expected Result/Impact: 80% of students demonstrate growth on formative checkpoints across numeracy strands.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 6

Rotate math workstations that reinforce learning objectives and build independent learning habits.

Strategy's Expected Result/Impact: Students demonstrate increased independence and application of skills as measured by anecdotal records and progress monitoring.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1, 3

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.</p>	<p>Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.</p>
<p>3 Despite overall gains in assessment data, intervention time is not consistently yielding accelerated progress for all student groups, particularly those with the most significant learning gaps.</p>	<p>Intervention practices vary across classrooms, and there is limited alignment between progress monitoring tools, targeted skill gaps, and instructional strategies being used during intervention blocks.</p>

Performance Objective 9 High Priority

The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 19% to 40% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Targeted Support Strategy

Bi-weekly reteach groups based on CFA/TEKS breakdowns.

Strategy's Expected Result/Impact: 40% of students in reteach groups show proficiency on TEKS-aligned checks by Spring 2026.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Implement TLAC Cold Call/Circulate during guided reading.

Strategy's Expected Result/Impact: Student engagement metrics increased by 30% in classroom observations.

Staff Responsible for Monitoring: Classroom Teachers
MCLs
Admin

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Every two-week leadership observation/feedback using GBF rubrics.

Strategy's Expected Result/Impact: Rigor scores in walkthroughs improve by 25% across classrooms by EOY.

Staff Responsible for Monitoring: MCLs
Admin

Problem Statements: Student Learning 1

Funding Sources: 211 Title 1,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1	While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.
	Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.

Performance Objective 10 High Priority

The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 12% to 40% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Targeted Support Strategy Results Driven Accountability

Use Exit Ticket analysis twice weekly to plan targeted reteach lessons aligned to TLACaEUs 'Check for Understanding'.

Strategy's Expected Result/Impact: Improved response accuracy on next-day Do Nows by 25% over 6 weeks.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Implement weekly student data conferences with students to track their MAP and CFA performance using GBT goal setting.

Strategy's Expected Result/Impact: Student CFA performance improves 20% by MOY.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3 Targeted Support Strategy Results Driven Accountability

Teachers will receive biweekly observation and feedback loops tied to TLAC 'Cold Call' and 'No Opt Out' to ensure rigor.

Strategy's Expected Result/Impact: Walkthrough data shows 80% of teachers use Cold Call effectively by March.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 11 High Priority

The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 26% to 40% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1

South Elementary will continue Professional Learning Communities (PLCs) for PreK-6 that focus on internalization, role play, data-driven lessons for priority standards, and backward design.

Strategy's Expected Result/Impact: The impact of the PLC will increase the effectiveness of Tier 1 instruction and limit the percentage of students that require reteaching and intervention.

Staff Responsible for Monitoring: Admin

Strategist

MCLs

Classroom Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 2 Targeted Support Strategy Results Driven Accountability

Implement weekly STAAR-aligned comprehension skill spirals with exit tickets and re-engagement, monitored through PLC data reviews.

Strategy's Expected Result/Impact: Students demonstrate 15% improvement on STAAR-aligned CFAs by March 2026.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Results Driven Accountability

Conduct biweekly leadership coaching sessions with GBF Look For rubrics focused on TEKS rigor and student discourse.

Strategy's Expected Result/Impact: Rigor walk-through scores improve by 20% from BOY to EOY.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Utilize TLAC 'No Opt Out' and 'Stretch It' in daily small groups, tracked through observation checklists.

Strategy's Expected Result/Impact: Improved student explanation quality and engagement in literacy blocks by midyear.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 12 High Priority

The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 42% to 50% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Use TLAC 'Threshold' and 'Right is Right' to establish high expectations and content precision in math lessons.

Strategy's Expected Result/Impact: Students consistently correct errors with precision during guided practice.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy Results Driven Accountability

Weekly spiral review with aggressive monitoring during stations tied to Get Better Faster instructional planning.

Strategy's Expected Result/Impact: STAAR-aligned mini-assessment scores increase by 10% monthly.

Staff Responsible for Monitoring: Admin and MCLS

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Teachers will script exemplar responses and model thinking aloud as per TLAC and GBT routines.

Strategy's Expected Result/Impact: Students mirror teacher modeling in independent work with 90% accuracy.

Staff Responsible for Monitoring: Admin and MCLs

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 13 High Priority

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 45% to 55% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Incorporate daily TLAC 'Text-Dependent Questions' routines in close reading to deepen comprehension.

Strategy's Expected Result/Impact: Student responses show 90% alignment to textual evidence by MOY.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy Results Driven Accountability

Utilize fluency protocols and peer reads 3x weekly to improve WCPM and vocabulary acquisition.

Strategy's Expected Result/Impact: Students fluency scores increase by 30% from BOY to MOY benchmarks.

Staff Responsible for Monitoring: Admin and MCLs

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Embed weekly modeled think-alouds using TLAC 'Break It Down' and GBT scripting routines.

Strategy's Expected Result/Impact: Students use similar vocabulary and steps in response writing and comprehension discussions.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 14 High Priority

The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 37% to 50% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Facilitate weekly collaborative planning using TLAC 'Ratio' techniques to increase student thinking in math

Strategy's Expected Result/Impact: Exit tickets show 75% of students independently apply multiple problem-solving strategies

Staff Responsible for Monitoring: Admin and MCLs

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2 Targeted Support Strategy Results Driven Accountability

Provide 3x per week targeted intervention using GBT-aligned skill gap analysis from MAP/STAAR data.

Strategy's Expected Result/Impact: Targeted students increase MAP Math scores by 8+ points by MOY.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Use daily 'Aggressive Monitoring' during guided practice with pre-planned laps and exemplar responses.

Strategy's Expected Result/Impact: Average daily practice accuracy increases from 60% to 85% by EOY.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 15 High Priority

The percentage of 5th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 4% to 40% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Incorporate hands-on labs weekly and structured CER writing using sentence stems and feedback protocols.

Strategy's Expected Result/Impact: 80% of students complete CER responses with all rubric components by EOY.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy Results Driven Accountability

Use TLAC 'Cold Call' and 'Wait Time' during direct instruction to deepen student explanations in science.

Strategy's Expected Result/Impact: Increased correct verbal responses by 30% from BOY to MOY checks.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Conduct targeted tutorials 3x weekly with performance groupings informed by data tracking sheets.

Strategy's Expected Result/Impact: 60% of students meet progress goals on weekly science checkpoints by May 2026.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 16 High Priority

The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 36% to 50% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Targeted Support Strategy Results Driven Accountability

Apply TLAC 'Stretch It' questioning daily in reading groups to push inferencing and synthesis.

Strategy's Expected Result/Impact: Inferencing accuracy increases on weekly CFAs by 20% over semester.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy Results Driven Accountability

Conduct weekly teacher-led reteach using MAP goal strand data and TLAC 'Name the Steps'.

Strategy's Expected Result/Impact: MOY MAP Reading strand scores increase by 10% over BOY.

Staff Responsible for Monitoring: Admin and MCLs

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Implement biweekly peer observation cycles with teacher reflection tied to GBT coaching rubrics.

Strategy's Expected Result/Impact: Teacher walkthroughs improve by one rubric level by EOY.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 17 High Priority

The percentage of 6th grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 26% to 40% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Targeted Support Strategy Results Driven Accountability

Implement daily exit tickets and error analysis in math intervention blocks.

Strategy's Expected Result/Impact: Math accuracy improves by 25% on weekly TEKS quizzes by April 2026.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy
 Results Driven Accountability

Provide weekly coaching using GBF rubrics on 'Check for Understanding' and 'Break It Down'.

Strategy's Expected Result/Impact: Teacher coaching implementation rate reaches 85% by EOY in math blocks.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 3 Targeted Support Strategy Results Driven Accountability

Conduct math content PLCs focused on student work protocols and STAAR item types biweekly.

Strategy's Expected Result/Impact: Teacher understanding of STAAR rigor improves by 30%, tracked by walkthroughs.

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 18

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

Strategy 1

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

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

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Strategy 2

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

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Strategy 3

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

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

Performance Objective 1 High Priority

The campus Domain I- Student Achievement scale score will increase from 56% to 80% by June 2026.

Evaluation Data Source: Texas Education Agency's official 2025-2026 accountability ratings.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Implement daily Tier 1 aggressive monitoring with exemplar responses and trackers in all core classes.

Strategy's Expected Result/Impact: Checkpoint mastery averages improve from 60% to 85% by EOY across core content.

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2 Targeted Support Strategy Results Driven Accountability

Provide weekly data meetings and reteach planning using error analysis from STAAR-aligned CFAs.

Strategy's Expected Result/Impact: Reassessment data shows 25% reduction in repeated errors from unit to unit.

Staff Responsible for Monitoring: Admin

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Embed GBT coaching cycles tied to student work analysis and TEKS-aligned outcomes.

Strategy's Expected Result/Impact: Teacher observation ratings improve in instructional planning and delivery by 1+ level.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 4

Teachers will contact parents of absent students weekly.

Strategy's Expected Result/Impact: Improved student attendance rate from 92.8% to 94% by the end of year 2026

Staff Responsible for Monitoring: Admin and MCLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 5

Admin will strategically place teachers and Opportunity Culture staff based on data, student needs, and teacher strengths to maximize student potential and achievement.

Strategy's Expected Result/Impact: Tier 1 instruction improves to reflect 80% student mastery on CFAs/CFUs and Benchmark tests

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 6 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

MCLs will model the skills and allow teachers to practice with their peers to build confidence in their abilities.

Strategy's Expected Result/Impact: Reassessment data shows 25% reduction in repeated errors from unit to unit.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 7

Master schedule revision to ensure the greatest number of minutes for Tier 1 Instruction occurs daily, and grade level specific times for intervention/enrichment

Strategy's Expected Result/Impact: Tier 1 instruction improves to reflect 80% student mastery on CFAs/CFUs and Benchmark tests

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Goal 3

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

Performance Objective 1 High Priority

By the end of the 2025-2026 school year, at least 85% of students in grades K-6 will demonstrate growth in foundational academic skills, critical thinking, and career awareness as measured by district literacy and math benchmarks, student interest inventories, and participation in college- and career-readiness activities, in order to prepare them for future secondary and postsecondary success.

Evaluation Data Source: District and campus benchmarks, STAAR, College and Career Parent Engagement Events

Strategy 1

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

Staff Responsible for Monitoring: Teachers, Administrators

Problem Statements: Student Learning 1

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

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Embed problem-solving and teamwork projects/lessons that mirror real-world applications.

Staff Responsible for Monitoring: Teachers, Administrators, Counselor

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

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

Staff Responsible for Monitoring: Administrators, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

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

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

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Strategy 4

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

Staff Responsible for Monitoring: Teachers, Counselor, Administrators

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1	While student achievement on STAAR and MAP assessments is improving, a significant portion of students are still performing below grade level, particularly in foundational literacy and numeracy.
	Inconsistent Tier 1 instructional delivery and limited differentiation have impacted the ability to close academic gaps, especially for students with unfinished learning due to mobility or limited early academic exposure.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2	While professional development is provided, not all staff consistently apply research-based strategies with fidelity across content areas and student groups.
	Follow-up coaching and job-embedded support vary by grade level, limiting the consistent transfer of training into daily instructional practice.

Goal 4

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

Performance Objective 1 High Priority

The percentage of students who are taught by a high-quality teacher who is rigorously coached and evaluated on the Board's adopted Student Outcomes will increase from 80% to 85% by the end of June 2026.

Evaluation Data Source: 85% of teachers rated Proficient or higher in T-TESS Domains 2 & 3 tied to student outcome growth
Evidence of TEKS-aligned instruction and progress toward student goals in walkthrough/observation data
Campus Walkthrough & Coaching Feedback Forms
Increase in student performance in IReady, mClass, MAP, STAAR aligned to coached areas

Strategy 1 Targeted Support Strategy

Use T-TESS Calibration to Align Evaluations with Student Outcome Goals

Strategy's Expected Result/Impact: Conduct quarterly T-TESS calibration walks with administrators and MCLs to ensure that teacher evaluations consistently reflect growth in delivering student outcomes aligned to Domain 2 and 3.

Provide follow-up support through goal-aligned teacher development plans.

Staff Responsible for Monitoring: Admin
MCLs
MTRTs

Problem Statements: School Processes & Programs 1

Funding Sources: Opportunity Culture 211 Title 1,

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Use observation/feedback loops tied directly to student progress measures.

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Despite the use of research-based programs and guided instruction, student achievement remains inconsistent across grade levels, particularly in transferring skills from intervention to Tier 1 instruction.

There is variability in the implementation of guided reading and math practices, and some teachers require additional support in aligning instructional delivery with Teach Like a Champion strategies/ indicators and priority TEKS.



Funding Summary

Funding Summary

211 Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	None	--	\$0.00
1	1	2	None	--	\$0.00
1	1	3	None	--	\$0.00
1	2	1	None	--	\$0.00
1	2	2	None	--	\$0.00
1	2	3	None	--	\$0.00
1	3	1	None	--	\$0.00
1	3	2		--	\$0.00
1	3	3		--	\$0.00
1	3	4		--	\$0.00
1	3	5		--	\$0.00
1	3	6		--	\$0.00
1	4	1		--	\$0.00
1	4	2		--	\$0.00
1	4	3		--	\$0.00
1	4	4		--	\$0.00
1	4	5		--	\$0.00
1	4	6		--	\$0.00
1	5	1		--	\$0.00
1	5	2		--	\$0.00
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1	5	7		--	\$0.00

1	6	1		--	\$0.00
1	6	2		--	\$0.00
1	6	3		--	\$0.00
1	6	4		--	\$0.00
1	6	5		--	\$0.00
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1	7	1		--	\$0.00
1	7	2		--	\$0.00
1	7	3		--	\$0.00
1	7	4		--	\$0.00
1	7	5		--	\$0.00
1	7	6		--	\$0.00
1	7	7		--	\$0.00
1	8	1		--	\$0.00
1	8	2		--	\$0.00
1	8	3		--	\$0.00
1	8	4		--	\$0.00
1	8	5		--	\$0.00
1	8	6		--	\$0.00
1	9	1		--	\$0.00
1	9	3		--	\$0.00
4	1	1	Opportunity Culture	--	\$0.00

Sub-Total	\$0.00
Budgeted Fund Source Amount	\$105,976.00
+/- Difference	\$105,976.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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