

Hutto Independent School District



Ray Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

1. Hutto ISD strives to be the best school district in Central Texas.
2. The safety and security of all is a top priority.
3. Every decision should be made in the best interest of students.
4. Success is possible for every student.
5. We recruit, develop, and retain exemplary staff.
6. The pursuit and acceptance of diversity is critical.
7. We will be responsible stewards of taxpayers' dollars.
8. All students are important, and the educational needs of each must be met.
9. Parents/guardians are vital to the success of our students.
10. Open two-way communication and transparency are imperative for a relationship-centered district.
11. Character is as important as academic achievement.
12. We are able to accomplish more as a community.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Goals	20
Goal 1 : (1.1) Increase the percentage of students meeting grade-level expectations.	21
Goal 2 : (1.2) Increase the percentage of students who are college, career, and military-r...	26
Goal 3 : (1.3) Increase grade level readiness percentage for foundational literacy & nume...	29
Goal 4 : (1.4) Identify and implement wrap-around services supporting the whole child.	34
Goal 5 : (2.3) Implement research-based evaluation systems that provide high-quality op...	38
Goal 6 : (3.1) Meaningfully engage parents and community as inclusive partners.	39
Funding Summary	45
Title I, Part A - (6100) Payroll Costs	46
Title I, Part A - (6200) Contracted Services	46
Title I, Part A - (6300) Supplies and Materials	46
Title I, Part A - (6400) Operating Cost	46
SCE - (6100) Payroll Costs: Salaries	47
SCE - (6100) Payroll Costs: Extra Duty	47



Comprehensive Needs Assessment

Demographics

Summary

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

Student Enrollment

PK	31
K	73
1st	87
2nd	85
3rd	86
4th	104
5th	122
TOTAL	588

Subpopulation

AA	148
Hispanic	311
Asian	30
White	419
Native Hawaiian/Pacific Islander	1
Middle Eastern/North African	1

Ray Elementary will continue following the Dual Language Program established by the District. In this model, students in Pre-kindergarten receive 90% instruction in Spanish and 10% instruction in English. Kinder-5th Grade students receive 50% instruction in English and 50% in Spanish. English Language Arts (ELA) and Spanish Language Arts (SLA) instruction is provided.

Strengths

Our student population is diverse.

Thirteen different languages are represented on our campus.

Our campus is comprised of teachers with a variety of experiences and strengths.

A large percentage of students referred to special education qualify for services.

Our RtI process is effective in identifying students who need special services or ruling out the need for special services and/or intervention.

Free Breakfast is offered to all students daily.

We are a Title 1 Campus.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Our demographics has changed over time but this is the first year, under the current principal's leadership, the demographics has shifted due to district changes made.	Rezoning due to the opening of Lee Martinez Elementary as well as HNES becoming a Dual Language campus.

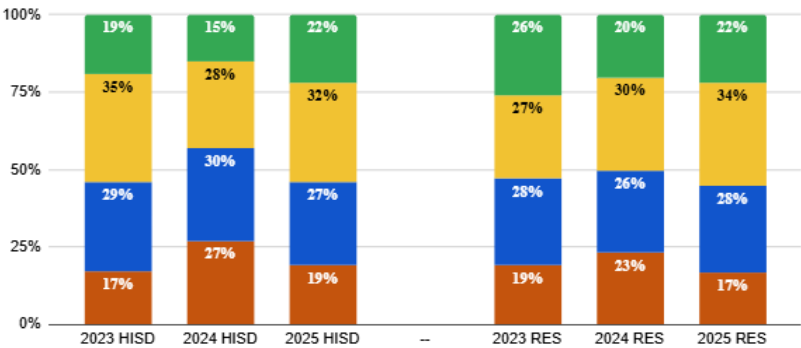
★ = Priority

Student Learning

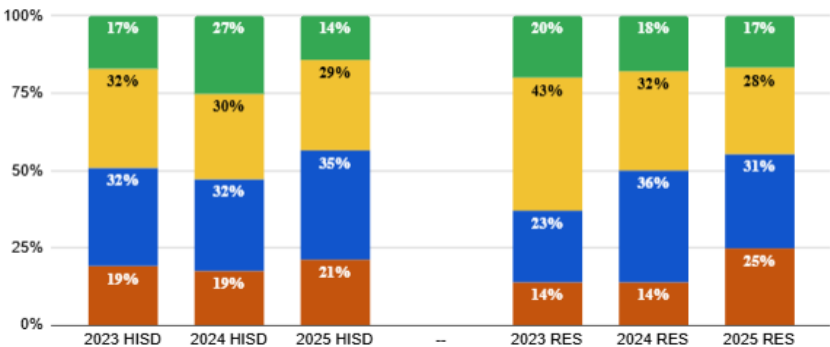
Summary

Defining Excellence in Academics ELA

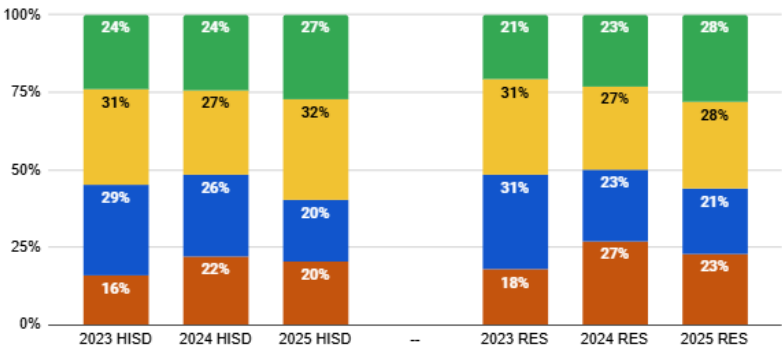
Grade 3 RLA Over Time



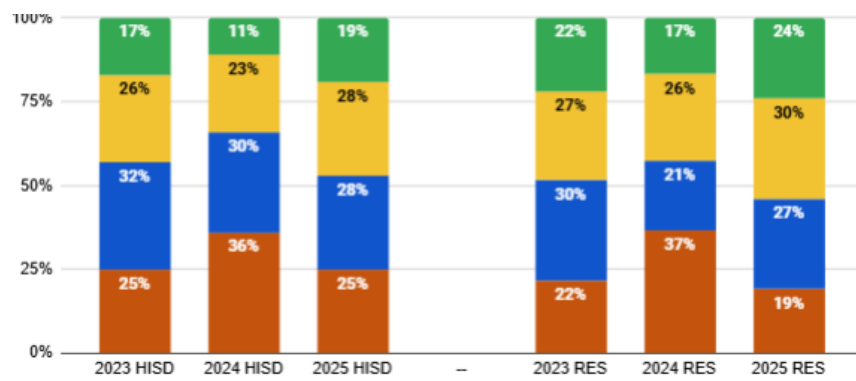
Grade 4 RLA Over Time



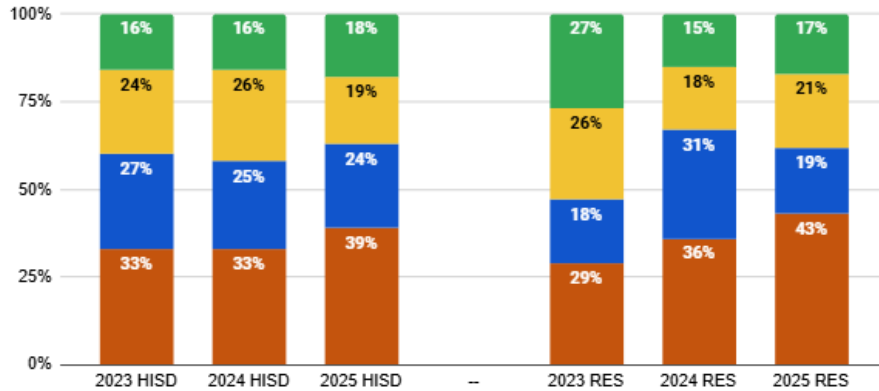
Grade 5 RLA Over Time



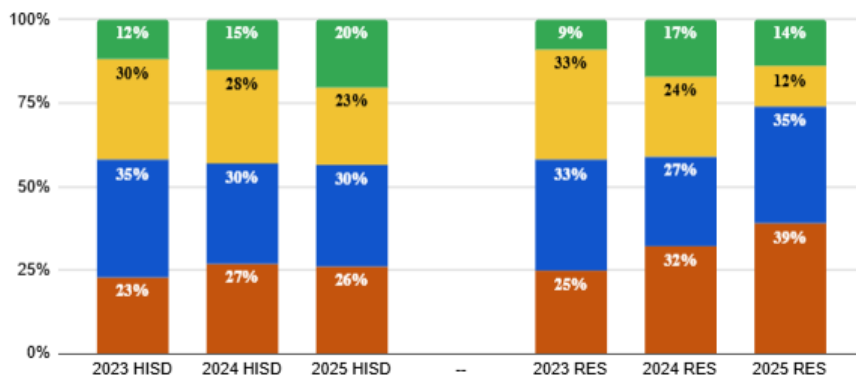
Defining Excellence in Academics Math



Grade 4 Mathematics Over Time

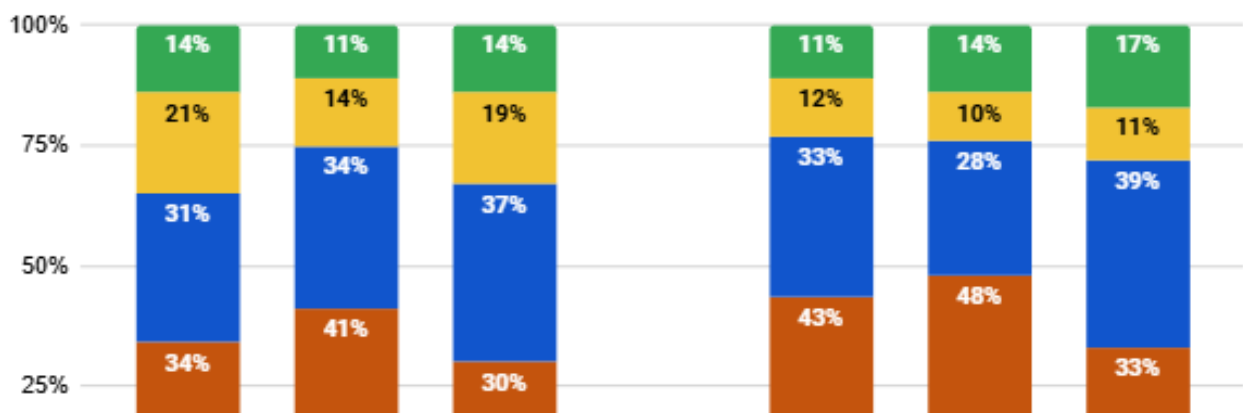


Grade 5 Mathematics Over Time



Defining Excellence in Academics Science

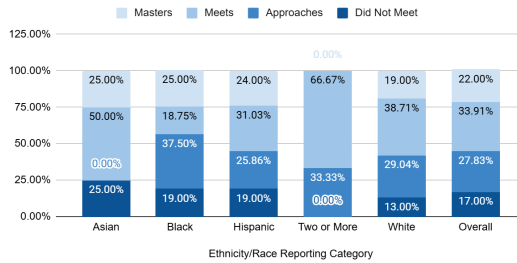
Grade 5 Science Over Time



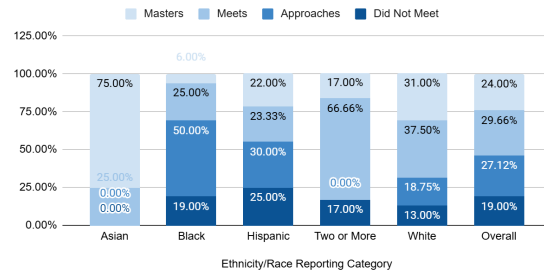


Defining Excellence in Academics by Ethnicity

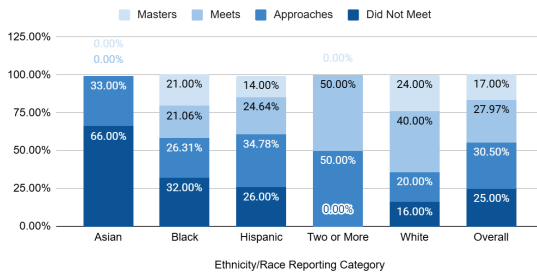
3rd Grade RLA - Breakdown by Ethnicity



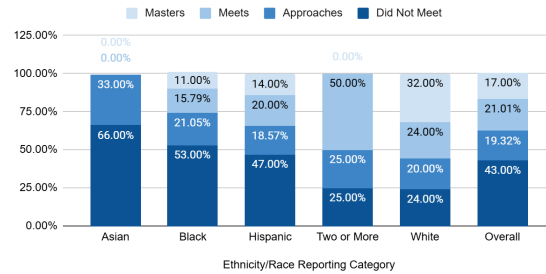
3rd Grade Math- Breakdown by Ethnicity



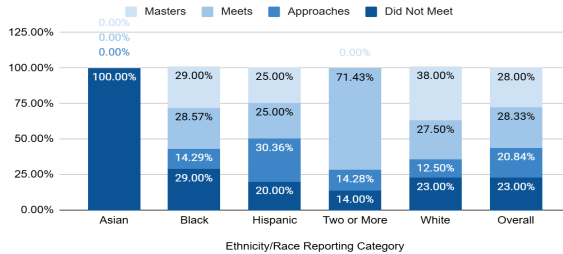
4th Grade RLA - Breakdown by Ethnicity



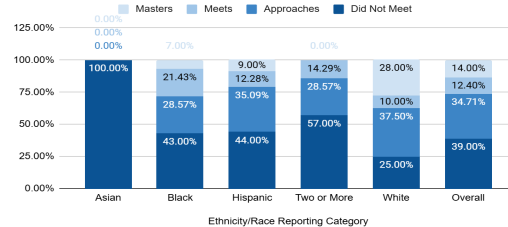
4th Grade Math- Breakdown by Ethnicity



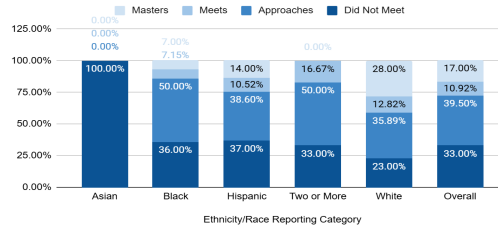
5th Grade RLA - Breakdown by Ethnicity



5th Grade Math- Breakdown by Ethnicity

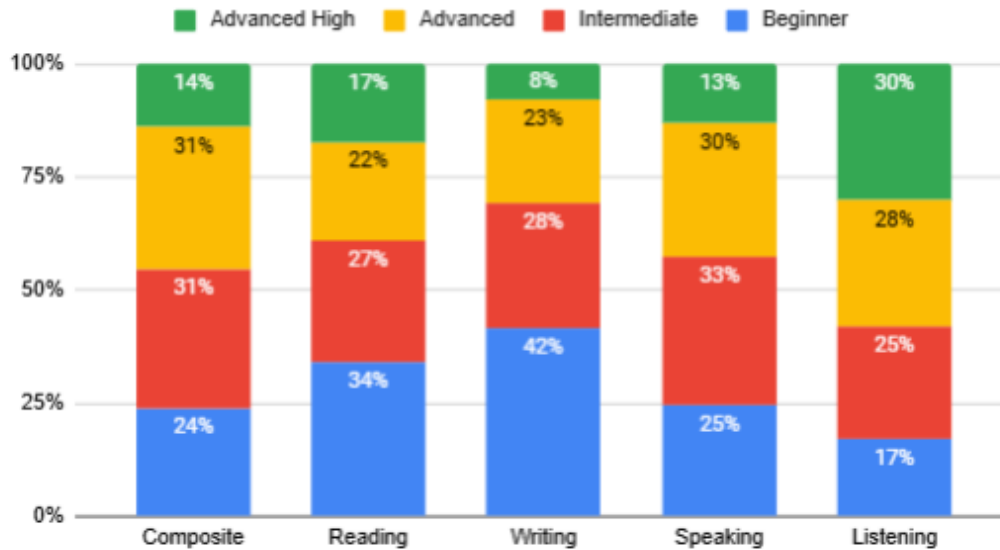


5th Grade Science- Breakdown by Ethnicity

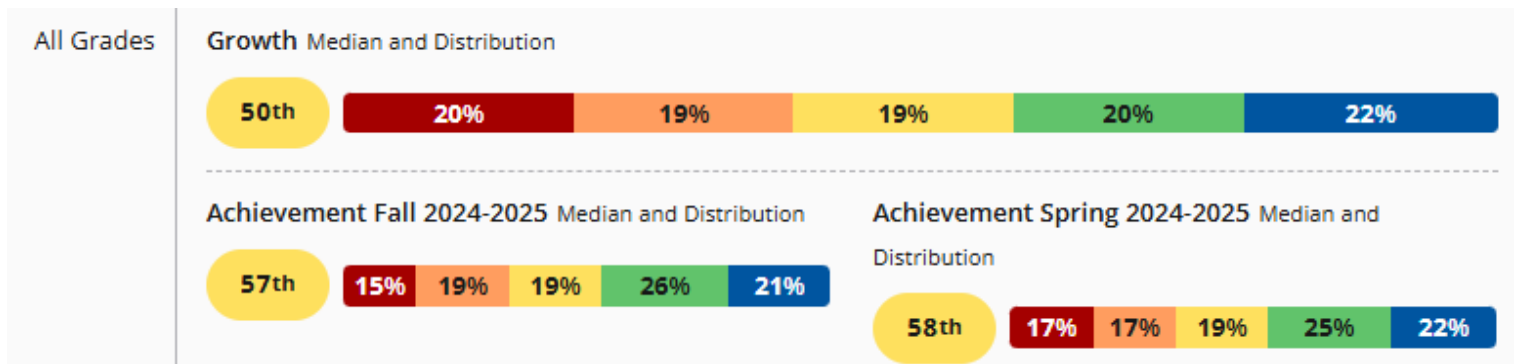


Defining Excellence in Academics TELPAS

2025 TELPAS Distribution



Defining Excellence in Academics (Math - MAP BOY to EOY)



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

1. TEKS Resource System (viable curriculum)
2. Teachers and students continue to work together to set and monitor goals.
3. Effective RTI process
4. Master schedule created to encompass more instructional time
5. Weekly PLCs
6. Balanced Instruction will be the cornerstone.

7. Common Assessments

8. Empowering Writers' (Writing Curriculum)

9. Lone Star Math

10. Stem Scopes-English and Spanish

11. District Professional Development

12. Campus Professional Development

Strengths

- Our 3rd grade and 5th grade ELA STAAR Masters and Meets percentage increased.
- 3rd and 5th grade earned a B in Domain 1 for ELA STAAR.
- 3rd and 4th Math STAAR Masters and Meets percentage increased. 3rd grades Masters percentage was higher than the district Masters and Meets percentages.
- 3rd grade earned a B in Domain 1 for Math STAAR.
- 5th grade Science STAAR Masters percent increased and was higher than the district's percentage.
- RES earned the STAAR Science Distinction.
- Our Emergent Bilingual students are making progress towards language proficiency.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Our current 4th and 5th grade Math performance is not meeting campus or district expectations. They are below level and there is room for growth.	We need to continue to internalize the lesson and critically focus on data-driven instruction.
2★	Campus attendance data shows a rate of 94%. Chronic absenteeism negatively impacts student achievement. It hinders students from meeting grade-level expectations.	Limited communication to families regarding the importance of daily attendance and ensuring they have a clear understanding of the difference between excused and unexcused absences.
3★	PLCs could be more effective. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.	Time management, lack of a clear objective, and a lack of lesson internalization from all members of the PLCs.
4★	Tier 1 and Tier 2 instruction has room for growth campus wide.	Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.
5★	Lessons and small group instruction are not consistently data-driven. Plan whole group lessons and targeted instruction for small groups to track subgroup progress toward specific performance targets.	There is a lack of training for educators on how to effectively interpret data and monitor student progress. Additionally, the volume of assessments given to students leaves limited time to thoroughly analyze the data collected, internalize its implications, and incorporate insights into lesson planning. Furthermore, not all students are aware of their own data or the progress they have made

★ = Priority

School Processes & Programs

Summary

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

1. The Master Schedule continues to be created by the leadership team with an emphasis on not wasting any instructional minutes. Our Master Schedule continues to maximize instructional time and will allow for balanced instruction in reading & math as well as minimizing distractions/ transitions to the instructional block.
2. Grade levels function as PLCs.
3. DALE program is fully implemented.
4. Staff are involved in decision-making.

Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Parental involvement isn't at 100%.	We have more and more families joining our community that do not speak English or Spanish. We need more activities that represent all cultures. Parents aren't aware of how they can be involved.

★ = Priority

Perceptions

Summary

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

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Since the onset of the pandemic, new challenges have emerged for students, staff, and the campus community that were less prevalent before. Students are now working diligently to regulate their emotions socially, emotionally, and academically in this changed environment. Moving forward, it is essential that we continue prioritizing relationship-building efforts.	All students are learning how to be leaders and are responsible for their actions. We continue to ensure students feel connected to their school. Due to the pandemic, systems changed. The pandemic disrupted traditional educational systems significantly, resulting in several challenges that continue to impact our school environment.
2★ Elementary students have limited awareness of post-secondary options.	There is an emphasis on ensuring students at the secondary level are aware of college, career, and military options after graduation.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Campus attendance data shows a rate of 94%. Chronic absenteeism negatively impacts student achievement. It hinders students from meeting grade-level expectations.

Limited communication to families regarding the importance of daily attendance and ensuring they have a clear understanding of the difference between excused and unexcused absences.

2
★

PLCs could be more effective. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.

Time management, lack of a clear objective, and a lack of lesson internalization from all members of the PLCs.

3
★

Our current 4th and 5th grade Math performance is not meeting campus or district expectations. They are below level and there is room for growth.

We need to continue to internalize the lesson and critically focus on data-driven instruction.

4
★

Lessons and small group instruction are not consistently data-driven. Plan whole group lessons and targeted instruction for small groups to track subgroup progress toward specific performance targets.

There is a lack of training for educators on how to effectively interpret data and monitor student progress. Additionally, the volume of assessments given to students leaves limited time to thoroughly analyze the data collected, internalize its implications, and incorporate insights into lesson planning. Furthermore, not all students are aware of their own data or the progress they have made

5
★

Tier 1 and Tier 2 instruction has room for growth campus wide.

Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.

6★

Since the onset of the pandemic, new challenges have emerged for students, staff, and the campus community that were less prevalent before. Students are now working diligently to regulate their emotions socially, emotionally, and academically in this changed environment. Moving forward, it is essential that we continue prioritizing relationship-building efforts.

All students are learning how to be leaders and are responsible for their actions. We continue to ensure students feel connected to their school. Due to the pandemic, systems changed. The pandemic disrupted traditional educational systems significantly, resulting in several challenges that continue to impact our school environment.

7★

Parental involvement isn't at 100%.

We have more and more families joining our community that do not speak English or Spanish. We need more activities that represent all cultures. Parents aren't aware of how they can be involved.

8★

Elementary students have limited awareness of post-secondary options.

There is an emphasis on ensuring students at the secondary level are aware of college, career, and military options after graduation.

9★

Our demographics has changed over time but this is the first year, under the current principal's leadership, the demographics has shifted due to district changes made.

Rezoning due to the opening of Lee Martinez Elementary as well as HNES becoming a Dual Language campus.

★ = Priority



Goals

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

Performance Objective 1

(1.1.1) By May 2026, Ray Elementary will increase the percentage of students meeting projected growth targets on NWEA MAP from 56% to 75% in Reading and from 58% to 75% in Math.

Evaluation Data Source: NWEA MAP

Strategy 1

Conduct DDI (data-driven instruction) meetings during PLCS to gauge students' progress by disaggregating data and using it to drive instruction. Two data meetings will be held per semester. Administrators will observe teachers weekly and provide ongoing feedback.

Strategy's Expected Result/Impact: Transform campus instruction into data driven culture.

Problem Statements: Student Learning 5

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

Strategy 2

Classroom teachers will utilize WIN(What I Need) time in addition to guided reading small group interventions to target specific objectives that need to be retaught to ensure the academic needs of every student are met. Teachers will use a template for students to refer to during WIN that includes work expectations. Teachers will list small groups with targeted TEKS.

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

Problem Statements: Student Learning 4

Funding Sources: Solution Tree PLC Institute for 3 staff members Title I, Part A - (6400) Operating Cost, \$2,646

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Moderate Progress

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Tier 1 and Tier 2 instruction has room for growth campus wide.

Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.

5

Lessons and small group instruction are not consistently data-driven. Plan whole group lessons and targeted instruction for small groups to track subgroup progress toward specific performance targets.

There is a lack of training for educators on how to effectively interpret data and monitor student progress. Additionally, the volume of assessments given to students leaves limited time to thoroughly analyze the data collected, internalize its implications, and incorporate insights into lesson planning. Furthermore, not all students are aware of their own data or the progress they have made

Performance Objective 2

(1.1.2) By May 2026, Ray Elementary will increase the percentage of students achieving "Meets Grade Level" on STAAR from 52% to 70% in Reading/Language Arts and from 39% to 70% in Math.

Evaluation Data Source: Unit Assessment Data, STAAR Interim, STAAR Data

Strategy 1

Use the MTSS process to identify and provide specific, evidence-based instructional support to at-risk students.

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

Problem Statements: Student Learning 5

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 2

4th and 5th grade teachers will use an additional Science curriculum to assist in learning the TEKS. Hands-on experiments will be conducted at least once per unit of study.

Problem Statements: Student Learning 4

Formative Reviews

Considerable Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Tier 1 and Tier 2 instruction has room for growth campus wide.	Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.
5	Lessons and small group instruction are not consistently data-driven. Plan whole group lessons and targeted instruction for small groups to track subgroup progress toward specific performance targets.	There is a lack of training for educators on how to effectively interpret data and monitor student progress. Additionally, the volume of assessments given to students leaves limited time to thoroughly analyze the data collected, internalize its implications, and incorporate insights into lesson planning. Furthermore, not all students are aware of their own data or the progress they have made

Performance Objective 3 High Priority

(1.1.3) Increase Domain 2 STAAR growth percentage results in Reading and Math, ensuring an increase in students attaining growth targets from 70% to 80%.

Evaluation Data Source: STAAR, CBA, STAAR Interim, MAP

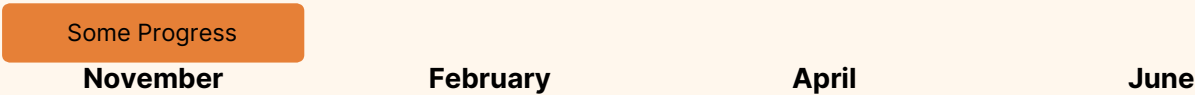
Strategy 1

Incorporate short and extended responses across content areas in student journals. Students will use academic vocabulary from the unit of study to enhance their writing.

Strategy's Expected Result/Impact: Teachers will include critical writing and provide opportunities for students to write across content areas.

Problem Statements: Student Learning 4

Formative Reviews



Strategy 2

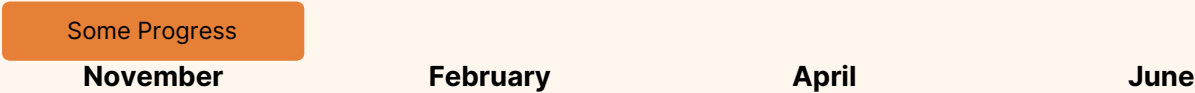
Provide after-school tutoring for at-risk students and students who have failed the previous year's STAAR test.

Strategy's Expected Result/Impact: We will focus on grades 3-5.

Problem Statements: Student Learning 5

Funding Sources: Tutoring staff Title I, Part A - (6100) Payroll Costs, \$3,456.79

Formative Reviews

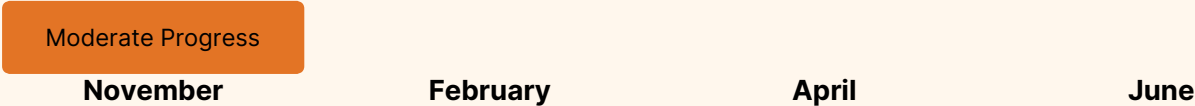


Strategy 3

Provide targeted academic interventions to at-risk students through small group instruction, campus intervention periods, or pull-out sessions, in collaboration with the instructional coach, focusing on closing achievement gaps and supporting student progress.

Problem Statements: Student Learning 1, 5

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Our current 4th and 5th grade Math performance is not meeting campus or district expectations. They are below level and there is room for growth.	We need to continue to internalize the lesson and critically focus on data-driven instruction.
4 Tier 1 and Tier 2 instruction has room for growth campus wide.	Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.
5 Lessons and small group instruction are not consistently data-driven. Plan whole group lessons and targeted instruction for small groups to track subgroup progress toward specific performance targets.	There is a lack of training for educators on how to effectively interpret data and monitor student progress. Additionally, the volume of assessments given to students leaves limited time to thoroughly analyze the data collected, internalize its implications, and incorporate insights into lesson planning. Furthermore, not all students are aware of their own data or the progress they have made

Performance Objective 4

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

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

Performance Objective 1 HB3 Goal

(1.2.1) By May 2026, Ray Elementary will increase the percentage of students demonstrating annual growth on STAAR from 64% to 75% in Reading and from 69% to 78% in Math.

Evaluation Data Source: Screener Data, Formative Assessments, Unit Assessments, STAAR Interim, STAAR

Strategy 1

Offer a Career Day for all students. Students will be able to learn about various careers throughout the year from lessons provided by our counselors. We will ensure we have representation of available vocational and technical education.

Problem Statements: Perceptions 2

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

5th graders will attend a field trip to a nearby college campus. This visit will provide students with information regarding college and career readiness.

Problem Statements: Perceptions 2

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Students from the Hutto High School Teacher Prep Program will visit RES once a week and partner with our teachers as student teachers. This partnership between RES and HHS will allow HHS students to continue working towards becoming an educator.

Problem Statements: Perceptions 2

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Elementary students have limited awareness of post-secondary options.

There is an emphasis on ensuring students at the secondary level are aware of college, career, and military options after graduation.

Performance Objective 2

(1.2.2) By May 2026, Ray Elementary will increase the percentage of students achieving "Meets Grade Level" on STAAR from 52% to 70% in Reading/Language Arts and from 39 % to 70% in Math.

Evaluation Data Source: Unit Assessment, STAAR Interim, STAAR

Strategy 1

Conduct DDI(Data Driven Instruction) and weekly PLCs(Professional Learning Community) while using data from NWEA Maps, mClass/IDEL, Math Scopes, ELA Modules, and Science assessments to progress monitor student growth. Teachers will have access to previous data on each individual student. To become a B campus, in RLA, we will need to move 19 3rd grades, 1, 4th grader, and 0 5th graders from DNM to Approaches. In RLA, we will need to move 19 3rd grades, 11, 4th grader, and 13 5th graders from Approaches to Meets. In RLA, we will need to move 24 3rd grades, 19, 4th grader, and 25 5th graders from Meets to Masters. In Science, we will need to move 24 5th graders from DNM to Approaches, 27 from Approaches to Meets, and 32 from Meets to Masters. In Math, we will need to move 19 3rd grades, 17, 4th grader, and 0 5th graders from DNM to Approaches. In Math, we will need to move 19 3rd grades, 9, 4th grader, and 32 5th graders from Approaches to Meets. In Math, we will need to move 24 3rd grades, 6, 4th grader, and 24 5th graders from Meets to Masters. The ultimate goal is to become an A rated campus.

Problem Statements: Student Learning 5

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 Lessons and small group instruction are not consistently data-driven. Plan whole group lessons and targeted instruction for small groups to track subgroup progress toward specific performance targets.	There is a lack of training for educators on how to effectively interpret data and monitor student progress. Additionally, the volume of assessments given to students leaves limited time to thoroughly analyze the data collected, internalize its implications, and incorporate insights into lesson planning. Furthermore, not all students are aware of their own data or the progress they have made

Performance Objective 3

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

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

Performance Objective 1 HB3 Goal

(1.3.1) By May 2026, Ray Elementary will increase the percentage of Grades 1-3 students meeting their projected growth targets on NWEA MAP from 63% - 80% (1st), 49% - 70% (2nd), 55% - 75% (3rd) in Reading and from 66% - 80% in Math(1st), 49% - 70% (2nd), 66% - 80%(3rd) as measured by end-of-year MAP Growth reports..

Evaluation Data Source: NWEA MAP, MCLASS

Strategy 1

Students will monitor and track their progress for growth using their LIM Accountability Folder and targeted student conferencing pertaining to students' goals will occur monthly. Every student and classroom will have a WIG(Wildly Important Goal).

Strategy's Expected Result/Impact: These grade level will have 1-2 skills they will focus on that allows students to have ownership of their learning. The teacher will model for students how to use their student portfolio and share the purpose of having a student portfolio to track individual progress.

Problem Statements: Student Learning 5

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 2

Just Right Readers classroom libraries with grade-level appropriate books will be used by students in Kindergarten, 1st grade, and 2nd grade.

Problem Statements: Student Learning 4

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Tier 1 and Tier 2 instruction has room for growth campus wide.	Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.
5	Lessons and small group instruction are not consistently data-driven. Plan whole group lessons and targeted instruction for small groups to track subgroup progress toward specific performance targets.	There is a lack of training for educators on how to effectively interpret data and monitor student progress. Additionally, the volume of assessments given to students leaves limited time to thoroughly analyze the data collected, internalize its implications, and incorporate insights into lesson planning. Furthermore, not all students are aware of their own data or the progress they have made

Performance Objective 2 HB3 Goal

(1.3.2) By May 2026, students in Grade 3 will increase the percentage of students achieving at the Meets Grade Level standard or higher on STAAR assessments from 55% to 70% in Reading and from 39% to 70% in Math.

Evaluation Data Source: Unit Assessments, Interim STAAR, STAAR

Strategy 1

With a focus on fact fluency, we will increase in this area by using our daily Math Warm-Ups found in our curriculum.

Problem Statements: Student Learning 1, 4

Formative Reviews



NovemberFebruaryAprilJune

Strategy 2

Students in K-3 will use Amira to track reading fluency, comprehension, and accuracy. Usage expectation is 30 minutes a week per student.

Problem Statements: Student Learning 4

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our current 4th and 5th grade Math performance is not meeting campus or district expectations. They are below level and there is room for growth.	We need to continue to internalize the lesson and critically focus on data-driven instruction.
4	Tier 1 and Tier 2 instruction has room for growth campus wide.	Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.

Performance Objective 3 HB3 Goal

(1.3.3) By May 2026, at least 80% of Kindergarten students will meet or exceed End-of-Year mCLASS benchmarks in foundational literacy, with all subgroups showing measurable growth from BOY to EOY progress monitoring.

Evaluation Data Source: MClass

Strategy 1

IStation and Amira will be used daily during phonics lessons and WIN time.

Problem Statements: Student Learning 4

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Tier 1 and Tier 2 instruction has room for growth campus wide.	Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.

Performance Objective 4

Support grade-level proficiency in literacy and numeracy through targeted instruction and family engagement with educational resources.

Evaluation Data Source: STAAR Results, Parent Perception Survey

Strategy 1

A Math/Literacy committee will be formed to plan our RES Math and Literacy Night. This event will be held during the first semester of school and will focus on engaging families while providing them with information and educational resources.

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

Formative Reviews

✓ Accomplished

November

✓ Accomplished

February

✓ Accomplished

April

June

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Our current 4th and 5th grade Math performance is not meeting campus or district expectations. They are below level and there is room for growth.	We need to continue to internalize the lesson and critically focus on data-driven instruction.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Parental involvement isn't at 100%.	We have more and more families joining our community that do not speak English or Spanish. We need more activities that represent all cultures. Parents aren't aware of how they can be involved.

Performance Objective 5

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

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

Performance Objective 1

(1.4.1) Student overall engagement scores will increase on student surveys.

Evaluation Data Source: Panorama Student Perception Survey

Strategy 1

By the end of the school year, we will increase opportunities for student involvement on campus as leaders or members in clubs or UIL activities. Last year we had 17 clubs/UIL activities. This year our goal is 20.

Problem Statements: Perceptions 1

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

Strategy 2

Administrators and counselors will send letters and communicate with parents of students with 3, 6, 9, and more absences. We will use our "Hippos are Here" attendance initiative to increase attendance, a mandatory attendance informational session for parents will be held every nine weeks, our Hungry Hippos Challenge to increase learning. Our campus WIG(Wildly Important Goal) will incorporate all of these strategies and our attendance rate will be 98% or above for all grade levels every nine weeks.

Problem Statements: Student Learning 2

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

Strategy 3

Staff will build strong relationships and connections with students, utilizing Leader In Me strategies learned this year to create a high-trust culture. Staff will focus on a module of lessons per week with 15-minute daily lessons held during the first 15 minutes of the day.

Problem Statements: Perceptions 1

Funding Sources: Leader In Me Custom Coaching Title I, Part A - (6200) Contracted Services, \$7,200 , Leader In Me Membership and Classroom Material Title I, Part A - (6300) Supplies and Materials, \$8,349

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Campus attendance data shows a rate of 94%. Chronic absenteeism negatively impacts student achievement. It hinders students from meeting grade-level expectations.

Limited communication to families regarding the importance of daily attendance and ensuring they have a clear understanding of the difference between excused and unexcused absences.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Since the onset of the pandemic, new challenges have emerged for students, staff, and the campus community that were less prevalent before. Students are now working diligently to regulate their emotions socially, emotionally, and academically in this changed environment. Moving forward, it is essential that we continue prioritizing relationship-building efforts.

All students are learning how to be leaders and are responsible for their actions. We continue to ensure students feel connected to their school. Due to the pandemic, systems changed. The pandemic disrupted traditional educational systems significantly, resulting in several challenges that continue to impact our school environment.

Performance Objective 2

(1.4.2) Special Education students attaining Meets or higher will increase in reading from 12% to 50% and Math on STAAR assessment (Domain 3) from 12% to 50% in Reading in grades 3-5.

Evaluation Data Source: Unit Assessments, STAAR Interim, STAAR

Strategy 1

All teachers will meet students' needs with consistent small-group instruction at each students instructional level. Teachers will collaborate once a week to develop and implement rigorous

lessons and purposeful learning activities that provide differentiation and enrichment.

Problem Statements: Student Learning 3, 5

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 PLCs could be more effective. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.	Time management, lack of a clear objective, and a lack of lesson internalization from all members of the PLCs.
5 Lessons and small group instruction are not consistently data-driven. Plan whole group lessons and targeted instruction for small groups to track subgroup progress toward specific performance targets.	There is a lack of training for educators on how to effectively interpret data and monitor student progress. Additionally, the volume of assessments given to students leaves limited time to thoroughly analyze the data collected, internalize its implications, and incorporate insights into lesson planning. Furthermore, not all students are aware of their own data or the progress they have made

Performance Objective 3

(1.4.3) District discretionary discipline referrals will decrease in all student populations.

Evaluation Data Source: Discipline reporting data

Strategy 1

Beginning in October, RES will use a campus-wide PBIS system to recognize and reward positive behavior.

Problem Statements: Perceptions 1

Funding Sources: Character 360 PBIS Membership Title I, Part A - (6300) Supplies and Materials, \$2,562

Formative Reviews



Accomplished



Accomplished

November

February

April

June

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Since the onset of the pandemic, new challenges have emerged for students, staff, and the campus community that were less prevalent before. Students are now working diligently to regulate their emotions socially, emotionally, and academically in this changed environment. Moving forward, it is essential that we continue prioritizing relationship-building efforts.	All students are learning how to be leaders and are responsible for their actions. We continue to ensure students feel connected to their school. Due to the pandemic, systems changed. The pandemic disrupted traditional educational systems significantly, resulting in several challenges that continue to impact our school environment.

Goal 5

(2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 1

Campus leadership will implement structured teacher coaching cycles focused on high-leverage instructional practices (T-TESS Indicators) by providing bite-sized, actionable feedback during observations, followed by targeted support and timely follow-up observations to monitor impact and close the feedback loop.

Evaluation Data Source: Coaching & Feedback Logs - records of coaching sessions, bite-sized feedback given, and supports provided.

Follow-up Observation Data - evidence of whether feedback was implemented and its impact on instruction.

Walkthrough & Instructional Trend Data - patterns in instructional practices tied to campus priorities.

Teacher Retention Data - mid-year and end-of-year retention rates, disaggregated by teacher effectiveness.

Teacher Self-Reflection/Survey Data - staff perceptions of support, coaching quality, and professional growth.

Student Achievement & Growth Data - MAP, STAAR, or common formative assessments to show impact of coaching on instruction.

Professional Development Participation & Implementation Data - attendance, application of strategies learned, and evidence of transfer to classroom practice.

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

Performance Objective 1

3.1.1 Increase the number of high-level engagement activities hosted by campuses (utilizing a rubric of high-level engagement for parents).

Evaluation Data Source: Parent perception survey data, campus event logs

Strategy 1

In August, staff will sign up for at least one committee or lead a student club. Empower 100% of teachers to integrate themselves outside of their own classroom so they can feel a sense of community on campus. These committees/clubs will host events to foster parent/community engagement.

Strategy's Expected Result/Impact: Staff will be provided time every fourth Wednesday of the month after school to plan with their committee campus events and activities.

Problem Statements: Perceptions 1

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

April

June

Strategy 2

We will build a culture of inclusivity throughout the school year. We will measure event attendance. Our Team Lead Committee will assist with evaluating progress made throughout the year and formulate new ideas. We will find out what languages, ethnicities, and cultures are represented at RES. We will send a Fall and Spring survey to families to gather feedback on our progress of family involvement with achieving our goal. The goal is for at least 70% of families to complete each survey.

Strategy's Expected Result/Impact: School events include Latino Literacy Nights, Math/Literacy Night with an Author, STAAR Informational Night, and Reading Buddies

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

Some Progress

November

Some Progress

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our demographics has changed over time but this is the first year, under the current principal's leadership, the demographics has shifted due to district changes made.

Rezoning due to the opening of Lee Martinez Elementary as well as HNES becoming a Dual Language campus.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Parental involvement isn't at 100%.

We have more and more families joining our community that do not speak English or Spanish. We need more activities that represent all cultures. Parents aren't aware of how they can be involved.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Since the onset of the pandemic, new challenges have emerged for students, staff, and the campus community that were less prevalent before. Students are now working diligently to regulate their emotions socially, emotionally, and academically in this changed environment. Moving forward, it is essential that we continue prioritizing relationship-building efforts.

All students are learning how to be leaders and are responsible for their actions. We continue to ensure students feel connected to their school. Due to the pandemic, systems changed. The pandemic disrupted traditional educational systems significantly, resulting in several challenges that continue to impact our school environment.

Performance Objective 2

3.1.2 Parent perception survey shows an increase in parent/guardian trust in school and district.

Evaluation Data Source: Fall and Spring Parent Perception Survey

Strategy 1

The RES Team Leads Committee will review feedback from parent surveys in November and April. We will use the feedback received to make adjustments as needed.

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

Formative Reviews

Some Progress	No Progress		
November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Our demographics has changed over time but this is the first year, under the current principal's leadership, the demographics has shifted due to district changes made.	Rezoning due to the opening of Lee Martinez Elementary as well as HNES becoming a Dual Language campus.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Tier 1 and Tier 2 instruction has room for growth campus wide.	Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Parental involvement isn't at 100%.	We have more and more families joining our community that do not speak English or Spanish. We need more activities that represent all cultures. Parents aren't aware of how they can be involved.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Since the onset of the pandemic, new challenges have emerged for students, staff, and the campus community that were less prevalent before. Students are now working diligently to regulate their emotions socially, emotionally, and academically in this changed environment. Moving forward, it is essential that we continue prioritizing relationship-building efforts.	All students are learning how to be leaders and are responsible for their actions. We continue to ensure students feel connected to their school. Due to the pandemic, systems changed. The pandemic disrupted traditional educational systems significantly, resulting in several challenges that continue to impact our school environment.

Performance Objective 3

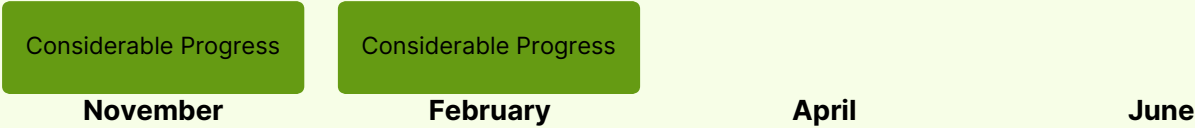
3.1.3 Increase the number of positive customer service survey responses.

Strategy 1

Teachers will send out a weekly or monthly newsletter with positive and informative information through ParentSquare. Campus principal will send weekly and a monthly newsletter to families through ParentSquare. 100% of families will have a ParentSquare account.

Problem Statements: Student Learning 2, 4 - School Processes & Programs 1 - Perceptions 1

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Campus attendance data shows a rate of 94%. Chronic absenteeism negatively impacts student achievement. It hinders students from meeting grade-level expectations.	Limited communication to families regarding the importance of daily attendance and ensuring they have a clear understanding of the difference between excused and unexcused absences.
4 Tier 1 and Tier 2 instruction has room for growth campus wide.	Teachers need effective professional development, additional strategies for differentiation, and time to analyze and internalize their lesson plans as well as student data.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Parental involvement isn't at 100%.	We have more and more families joining our community that do not speak English or Spanish. We need more activities that represent all cultures. Parents aren't aware of how they can be involved.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Since the onset of the pandemic, new challenges have emerged for students, staff, and the campus community that were less prevalent before. Students are now working diligently to regulate their emotions socially, emotionally, and academically in this changed environment. Moving forward, it is essential that we continue prioritizing relationship-building efforts.	All students are learning how to be leaders and are responsible for their actions. We continue to ensure students feel connected to their school. Due to the pandemic, systems changed. The pandemic disrupted traditional educational systems significantly, resulting in several challenges that continue to impact our school environment.



Funding Summary

Funding Summary

Title I, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Tutoring staff	--	\$3,456.79
Sub-Total					\$3,456.79
Budgeted Fund Source Amount					\$3,756.79
+/- Difference					\$300.00

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Leader In Me Custom Coaching	--	\$7,200.00
Sub-Total					\$7,200.00
Budgeted Fund Source Amount					\$7,200.00
+/- Difference					\$0.00

Title I, Part A - (6300) Supplies and Materials

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Leader In Me Membership and Classroom Material	--	\$8,349.00
4	3	1	Character 360 PBIS Membership	--	\$2,562.00
Sub-Total					\$10,911.00
Budgeted Fund Source Amount					\$18,996.00
+/- Difference					\$8,085.00

Title I, Part A - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Solution Tree PLC Institute for 3 staff members	--	\$2,646.00
Sub-Total					\$2,646.00
Budgeted Fund Source Amount					\$2,646.00
+/- Difference					\$0.00

SCE - (6100) Payroll Costs: Salaries

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$70,397.00
+/- Difference					\$70,397.00

SCE - (6100) Payroll Costs: Extra Duty

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00