

**Hutto Independent School
District**

**Lee Martinez
Elementary**

**2025-2026
Campus
Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Summary

Lee Martinez Elementary, opening in the 2025–2026 school year, is Hutto ISD's newest elementary campus, designed to relieve overcrowding at Veterans' Hill, Cottonwood Creek, and Hutto Elementary. Students from these three campuses comprise the inaugural student population, projected at approximately **580 students in PK–5**. Enrollment is expected to increase steadily in the coming years due to continued community growth.

Based on feeder campus data, Lee Martinez will serve a highly diverse student population, reflective of the Hutto community as a whole:

- **Hispanic:** largest population group, ranging 48–52% at feeder campuses.
- **White:** second largest group, averaging 25–30%.
- **African American:** approximately 8–10%.
- **Asian:** 3–6%.
- **Other/Multiracial:** 3–5%.

Special populations expected at Lee Martinez, based on 24–25 feeder data, include:

- **Gifted & Talented (GT):** ~8–10% of the student population.
- **Special Education (SpEd):** ~16–18% of the student population across the three campuses.
- **Dyslexia:** ~5% of total enrollment.
- **Emergent Bilingual (EB):** ~28–30% across Veterans' Hill, Cottonwood Creek, and Hutto.
- **McKinney-Vento:** A small but consistent population receiving district supports such as transportation, supplies, and counseling.

Staff demographics reflect district hiring trends: predominantly female and majority Hispanic and White, with limited male teacher representation. Many staff were selected intentionally from Veterans' Hill, Cottonwood Creek, and Hutto to ensure continuity of relationships with families and students.

Attendance rates at feeder campuses ranged between **94–96% in 2024–2025**. Lee Martinez administration has systems in place to track and address chronic absenteeism through attendance contracts, family engagement, and community partnerships.

Strengths

Demographics Strengths

- Highly diverse student population aligned with district demographics.
- Intentional staffing process, bringing experienced teachers from feeder campuses.
- Strong community growth ensures stable and expanding enrollment.

Continuity of student supports (GT, Dyslexia, SpEd, EB) aligned with district programs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Limited male representation among instructional staff.	Recruitment pipelines for male elementary teachers remain low across the district.
2	Families and students transitioning from three different campuses may experience inconsistent expectations and norms.	Lack of a shared history, routines, or culture at a brand-new campus.

 = Priority

Student Learning

Summary

As Lee Martinez Elementary begins its inaugural year, no historical campus-specific STAAR or benchmark data are available. However, an analysis of the **2024–2025 CNA reports** from Veterans' Hill, Cottonwood Creek, and Hutto Elementary provides critical insight into anticipated learning needs:

- **Veterans' Hill Elementary** noted steady academic growth, especially in reading, with 5th grade outperforming district/state averages. Challenges remained in Tier 2 intervention access and in raising students to Meets and Masters on STAAR.
- **Cottonwood Creek Elementary** identified gaps in math rigor and reading comprehension, with teachers citing the need for better alignment between classroom instruction and STAAR expectations.
- **Hutto Elementary** emphasized challenges in closing achievement gaps for emergent bilingual students and special populations, alongside a need for consistent intervention processes.

Lee Martinez will implement Hutto ISD's **five instructional pillars** — Assessment/DDI, Personalized Instruction, Student Agency, Rigor, and Relationships — to address these needs. WIN Time will serve as a daily structure for intervention and enrichment, ensuring students do not miss core instruction. Intervention teachers, dyslexia specialists, and special education staff will provide layered supports.

Strengths

- Feeder campus strengths include strong RTI structures (VHE), consistent PLC data discussions (CCE), and a culture of high expectations for literacy (HES).
- District-supported blended learning programs for grades 3–5 provide equitable access to technology-enhanced instruction.
- Staff continuity from feeder schools ensures knowledge of student strengths/needs carries over into the new year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Students entering from multiple feeder campuses have experienced varied instructional approaches, leading to potential inconsistency in foundational skills.	Lack of shared instructional history among incoming students.
2★	Economically Disadvantaged and special education populations consistently scored below state averages at feeder schools.	Limited rigor and alignment of interventions with grade-level standards.

★ = Priority

School Processes & Programs

Summary

Lee Martinez Elementary will adopt district-wide systems for safety, professional development, and instructional planning. Safety measures include secured entrances, safety film, and campus drills. Teachers will engage in **weekly PLCs** with a focus on data-driven instruction. Professional development will be delivered through campus sessions, district training, and peer coaching.

Lessons learned from the **24–25 CNA reports** highlight areas for immediate focus:

- **VHE** emphasized that professional development needed more depth and differentiation.
- **CCE** reported inconsistency in behavior management practices.
- **HES** highlighted teacher workload concerns and the need for clear support structures.

Lee Martinez has the opportunity to establish systems that directly address these needs from the start. Structures will include:

- Clear discipline expectations using restorative practices.
- Differentiated PD aligned with teacher needs.
- Early mentoring for new staff to the district.
- Alignment of intervention structures across all grade levels.

Strengths

- Ability to design systems from the ground up, informed by feeder campus lessons.
- Strong district support for curriculum, safety, and technology.
- Motivated founding staff invested in building a collaborative culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 PD must be differentiated and directly tied to student needs.	Feeder campuses reported lack of depth in PD; risk of repeating patterns.
2 Behavior systems are untested and require consistent campus-wide alignment. ★	Feeder campuses experienced inconsistent SEL/ discipline practices.

★ = Priority

Perceptions

Summary

As a new campus, Lee Martinez Elementary carries both the excitement and challenge of building a shared culture. Families and staff are eager to shape traditions and identity.

Perception data from feeder campuses provide context:

- **VHE**: Strong family engagement and student sense of safety, but teachers expressed need for more planning time and SEL supports.
- **CCE**: Staff valued collaboration but sought clearer communication from administration.
- **HES**: Families were highly involved but voiced concerns about equity in access to advanced opportunities.

Lee Martinez will focus on **Leader in Me** implementation, restorative practices, and family engagement to establish a strong, supportive climate. Early traditions (schoolwide celebrations, parent nights, student leadership roles) will help create a shared identity.

Strengths

- High parent and community interest in a new campus.
- Founding staff eager to establish collaborative culture.
- Leader in Me provides a structured framework for SEL and student leadership.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Families may compare Lee Martinez traditions to established events at older campuses.	Lack of established history and signature events.
2★ Teachers may need additional support for SEL and behavior management.	Feeder campuses reported SEL gaps and inconsistent discipline practices.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students entering from multiple feeder campuses have experienced varied instructional approaches, leading to potential inconsistency in foundational skills.

Lack of shared instructional history among incoming students.

2
★

Economically Disadvantaged and special education populations consistently scored below state averages at feeder schools.

Limited rigor and alignment of interventions with grade-level standards.

3
★

Behavior systems are untested and require consistent campus-wide alignment.

Feeder campuses experienced inconsistent SEL/ discipline practices.

4
★

Teachers may need additional support for SEL and behavior management.

Feeder campuses reported SEL gaps and inconsistent discipline practices.

★ = Priority



Goals

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

Performance Objective 1 High Priority

(1.1.1) By June 2026, increase the percentage of students meeting projected growth on NWEA MAP from BOY to EOY from 45% to 52% in Math and from 59% to 65% in Reading.

Evaluation Data Source: NWEA MAP

Strategy 1

Utilize weekly PLCs with clear protocols and norms to evaluate the effectiveness and fidelity of interventions while protecting Tier I instruction.

Strategy's Expected Result/Impact: High quality Tier 1 instruction

Staff Responsible for Monitoring: LMES Administration and ISC

Title I: 2.5.1

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Use NWEA MAP Growth reports and formative assessment data to strategically group students for small-group instruction, with instructional adjustments discussed in PLCs.

Strategy's Expected Result/Impact: Effective small group instruction.

Staff Responsible for Monitoring: Teachers and ISC

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Implement a school-wide math fluency program.

Strategy's Expected Result/Impact: Students will master basic math facts and perform better on math fluency and problem-solving.

Staff Responsible for Monitoring: Teachers and Administration

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

February

April

June

Performance Objective 2 High Priority

(1.1.2) By June 2026, the percentage of students achieving Meets Grade Level or Above on STAAR in Domain I (all subjects) will increase from 46% to 54%.

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

Strategy 1

Facilitate weekly PLCs using established protocols and norms to ensure clarity of priority standards, alignment to STAAR rigor (stimuli, academic vocabulary), and collaborative planning of scaffolded instruction and targeted interventions.

Strategy's Expected Result/Impact: High quality Tier 1 instruction

Staff Responsible for Monitoring: LMES Administration and ISC

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Implement data-driven instruction (DDI) cycles at the beginning of the year, and after every interim/common assessment that are responsive, timely, and reflective, incorporating teacher action planning and reteach timelines.

Strategy's Expected Result/Impact: Targeted reteach lessons to fill in knowledge gaps identified in DDI cycle.

Staff Responsible for Monitoring: Admin, ISC, and teachers

Funding Sources: Title I, Part A - (6100) Payroll Costs, \$2,075

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Provide campus-wide tutoring after school to students in Grades 3-5 in the spring semester, strategically aligned to performance data on high-leverage TEKS and individualized student needs.

Strategy's Expected Result/Impact: Increased student preparedness and achievement on STAAR 2026.

Staff Responsible for Monitoring: LMES Admin and ISC

Funding Sources: Title I, Part A - (6100) Payroll Costs, \$3,925

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress

November

February

April

June

Strategy 4

Provide professional development on differentiation and implementation of accommodations so teachers can meet the needs of students of all ability levels.

Strategy's Expected Result/Impact: Staff will implement differentiation strategies and accommodations effectively in the classroom.

Staff Responsible for Monitoring: Admin, ISC, and Team Leads

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

February

April

June

Performance Objective 3 High Priority

(1.1.3) By June 2026, the calculated academic growth score (as measured by School Progress Domain II, Part A) in all grades and both subjects will increase from 69% to 76%.

Evaluation Data Source: STAAR, CBA, STAAR Interim

Strategy 1

Provide differentiated small-group instruction within the core content block, using real-time formative assessments and student grouping data tied to learning objectives.

Strategy's Expected Result/Impact: Student growth in reading and math

Staff Responsible for Monitoring: LMES Admin and ISC

Funding Sources: Title I, Part A - (6300) Supplies and Materials, 6399, \$3,564

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

Formative Reviews

Some Progress

November

February

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June

Strategy 2

Integrate targeted MTSS interventions and IEP/504 supports, ensuring alignment with Tier I instruction, monitored through campus-wide progress monitoring systems.

Strategy's Expected Result/Impact: Students receiving the supports they need to access and master grade level standards.

Staff Responsible for Monitoring: Dean of Student Support and LMES admin

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Provide 100% of LMES teachers the opportunity to observe a peer teacher at least once this school year.

Strategy's Expected Result/Impact: Teachers will gain new instructional methods/strategies that they can implement in their classrooms.

Staff Responsible for Monitoring: Admin and ISC

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

Formative Reviews

No Progress

November

February

April

June

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

Strategy 1

Facilitate weekly PLCs using established protocols and norms to ensure clarity of priority standards, alignment to STAAR rigor (stimuli, academic vocabulary), and collaborative planning of scaffolded instruction and targeted interventions.

Strategy's Expected Result/Impact: High quality Tier 1 instruction

Staff Responsible for Monitoring: LMES Administration and ISC

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

Formative Reviews

Some Progress

November

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Strategy 2

Implement data-driven instruction (DDI) cycles at the beginning of the year, and after every interim/common assessment that are responsive, timely, and reflective, incorporating teacher action planning and reteach timelines.

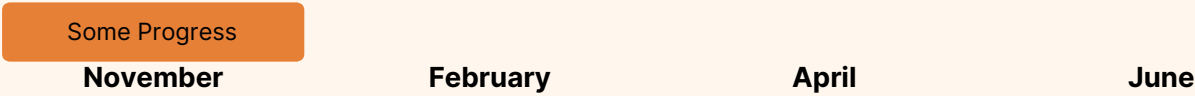
Strategy's Expected Result/Impact: Targeted reteach lessons to fill in knowledge gaps identified in DDI cycle.

Staff Responsible for Monitoring: Admin, ISC, and teachers

Funding Sources: Title I, Part A - (6100) Payroll Costs, \$2,075

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

Formative Reviews



Goal 2

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

Performance Objective 1

 High Priority

(1.2.2) By June 2026, the percentage of economically disadvantaged students scoring at Meets or above on STAAR will increase from 34% to 42%, and students receiving special education services will increase from 18% to 26%.

Evaluation Data Source: Unit Assessments, STAAR Interim, STAAR

Strategy 1

Utilize structured, ongoing progress monitoring tools disaggregated by Economically Disadvantaged and Special Education subgroups, with data reviewed in PLCs and leadership team meetings.

Strategy's Expected Result/Impact: Increased awareness and strategies to support Eco Dis and SPED students

Staff Responsible for Monitoring: Dean of Student Support, LMES Admin, and ISC

Problem Statements: Student Learning 2

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Align IEP goals and accommodations with lesson internalization and coaching supports to ensure consistent implementation across content areas.

Strategy's Expected Result/Impact: Aligned supports for sub pop of students.

Staff Responsible for Monitoring: DSS and teachers.

Problem Statements: Student Learning 1, 2

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students entering from multiple feeder campuses have experienced varied instructional approaches, leading to potential inconsistency in foundational skills.	Lack of shared instructional history among incoming students.
2	Economically Disadvantaged and special education populations consistently scored below state averages at feeder schools.	Limited rigor and alignment of interventions with grade-level standards.

Performance Objective 2

By June 2026, EB students will reach At/Above grade level on NWEA MAP Reading from 59% to 65%.

Evaluation Data Source: NWEA Map Screener

Strategy 1

Teachers will receive sheltered instruction professional development, and will utilize SIOP strategies in class.

Strategy's Expected Result/Impact: Make content comprehensible for our EB students.

Staff Responsible for Monitoring: EB coordinator, LMES Admin, and Staff

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

February

April

June

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

Performance Objective 1 HB3 Goal

(1.3.1) By June 2026, increase the percentage of students meeting projected growth on NWEA MAP from BOY to EOY from 45% to 52% in Math and from 59% to 65% in Reading to measure student progress toward STAAR outcomes

Evaluation Data Source: NWEA MAP, MCLASS

Strategy 1

Set individual student growth targets based on BOY MAP RIT Scores (Grades 2-5) or mClass scores (K-1) and host goal-setting conferences with students.

Strategy's Expected Result/Impact: Students aware of their targeted growth bands.

Staff Responsible for Monitoring: Teachers and ISC.

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

Formative Reviews

No Progress

November

February

April

June

Strategy 2

Provide ongoing training and coaching for teachers on interpreting MAP reports to inform Tier I differentiation, targeted small group instruction, and MTSS interventions.

Strategy's Expected Result/Impact: Teachers are fully aware of how to leverage MAP reports and the student data it provides.

Staff Responsible for Monitoring: ISC

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

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 2 **HB3 Goal**

(1.3.2) By June 2026, the percentage of 3rd grade students achieving Meets Grade Level or Above on the STAAR Reading and Math will increase from 52% to 60%.

Evaluation Data Source: CBA, Interim STAAR, STAAR

Strategy 1

Implement daily, data-informed small-group instruction in reading and math, using diagnostic assessments (e.g., MAP, IXL) and student grouping data aligned to TEKS and foundational skills.

Strategy's Expected Result/Impact: Effective, targeted small group instruction.

Staff Responsible for Monitoring: Admin and ISC

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Utilize mClass and NWEA MAP results to identify skill deficits and drive targeted Tier II/III interventions aligned to foundational literacy and numeracy progressions.

Strategy's Expected Result/Impact: Effective, targeted small group instruction.

Staff Responsible for Monitoring: Admin and ISC

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

Formative Reviews



Performance Objective 3 **HB3 Goal**

(1.3.3) By June 2026, the percentage of Kindergarten students meeting grade-level expectations on mClass will increase from 33% to 45% .

Evaluation Data Source: MClass

Strategy 1

Analyze BOY diagnostic data (e.g., mClass) to create skill-based small groups focused on

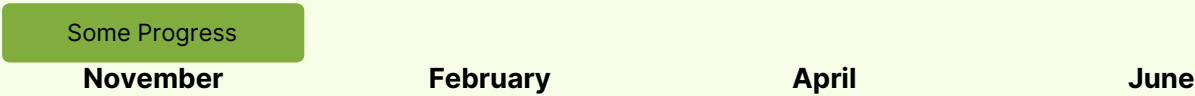
foundational reading components (phonological awareness, phonics, fluency, vocabulary, comprehension).

Strategy's Expected Result/Impact: Effective, targeted small group instruction.

Staff Responsible for Monitoring: Admin and ISC

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Design and implement literacy centers aligned to Science of Reading practices and targeted foundational skills, ensuring alignment to group instructional goals and TEKS expectations.

Strategy's Expected Result/Impact: Intentional academic centers aligned to instruction.

Staff Responsible for Monitoring: ISC

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



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

Strategy 1

Facilitate weekly PLCs using established protocols and norms to ensure clarity of priority standards, alignment to STAAR rigor (stimuli, academic vocabulary), and collaborative planning of scaffolded instruction and targeted interventions.

Strategy's Expected Result/Impact: High quality Tier 1 instruction

Staff Responsible for Monitoring: LMES Administration and ISC

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

Formative Reviews

Some Progress

November

February

April

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Strategy 2

Implement data-driven instruction (DDI) cycles at the beginning of the year, and after every interim/common assessment that are responsive, timely, and reflective, incorporating teacher action planning and reteach timelines.

Strategy's Expected Result/Impact: Targeted reteach lessons to fill in knowledge gaps identified in DDI cycle.

Staff Responsible for Monitoring: Admin, ISC, and teachers

Funding Sources: Title I, Part A - (6100) Payroll Costs, \$2,075

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

Formative Reviews

Some Progress

November

February

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

Performance Objective 1

(1.4.1) Administer a student engagement and belonging survey and establish a baseline for positive perceptions of school experience.

Evaluation Data Source: Panorama Student Perception Survey

Strategy 1

Administer and evaluate the Panorama surveys two to three times annually to measure trends in student engagement, connectedness, and well-being, disaggregated by subgroup.

Strategy's Expected Result/Impact: Increased awareness of student, staff and parent experience.

Staff Responsible for Monitoring: LMES Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

No Progress

November

February

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Strategy 2

Create a Student Lighthouse Team to gather authentic feedback on school climate, instructional relevance, and support the implementation of Leader in Me at Lee Martinez.

Strategy's Expected Result/Impact: Increased student voice in campus wide decisions.

Staff Responsible for Monitoring: LMES Lighthouse Team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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Performance Objective 2

(1.4.3) By June 2026, discretionary LMES discipline referrals will decrease from the Fall semester to the Spring semester.

Evaluation Data Source: Discipline reporting data

Strategy 1

Implement the PBIS rewards system, including clear expectations, recognition systems, and data-driven behavior monitoring across all grade levels.

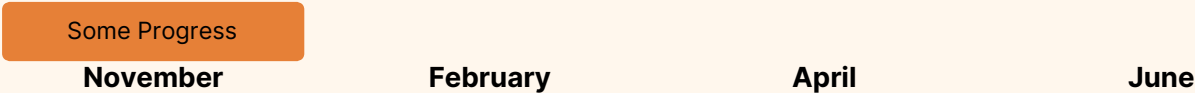
Strategy's Expected Result/Impact: Increase in targeted student behaviors.

Staff Responsible for Monitoring: All LMES staff

Problem Statements: School Processes & Programs 2 - Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Implement the Leader in Me lessons to teach the 7 Habits of Highly Effective Kids, character traits and good citizenship, as well as, anti-bullying.

Strategy's Expected Result/Impact: Students will demonstrate positive character traits daily.

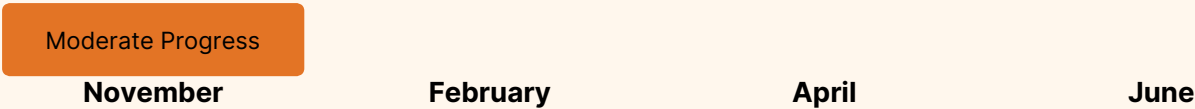
Staff Responsible for Monitoring: Counselor and LMES teachers.

Problem Statements: Perceptions 2

Funding Sources: LiM Supplemental Supplies - Student Companion Guides, 8 Habits posters, Tree poster Title I, Part A - (6300) Supplies and Materials, \$6,296, Membership Fee LIM Title I, Part A - (6300) Supplies and Materials, \$6,600

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Behavior systems are untested and require consistent campus-wide alignment.	Feeder campuses experienced inconsistent SEL/discipline practices.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Teachers may need additional support for SEL and behavior management.	Feeder campuses reported SEL gaps and inconsistent discipline practices.

Performance Objective 3

By June 2026, reduce PK/K absenteeism by 2 points to meet/exceed 95% ADA.

Evaluation Data Source: ADA reports

Strategy 1

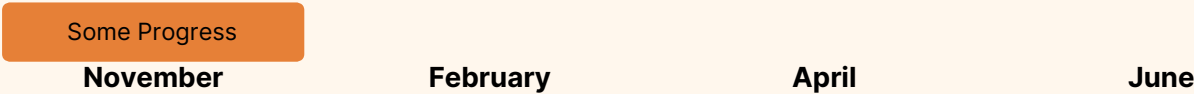
We will conduct weekly attendance meetings, parent orientations, hygiene routines, and custodial deep-cleaning as needed.

Strategy's Expected Result/Impact: Increased attendance rate for PK/Kinder students.

Staff Responsible for Monitoring: Attendance clerk, Nurse, PK/K teachers, and LMES Admin

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



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.

Strategy 1

LMES Administration will conduct 8-10 walkthroughs per week to provide teachers and staff coaching and feedback.

Strategy's Expected Result/Impact: Improved instructional practices.

Staff Responsible for Monitoring: Administration

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

Formative Reviews

Some Progress

November

February

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June

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

Performance Objective 1

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

Ensure staff respond to parents within 48 hours (business work hours) when parents/families reach out with questions or concerns.

Strategy's Expected Result/Impact: Increased trust and communication.

Staff Responsible for Monitoring: LMES admin

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

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Strategy 2

Promote literacy within the Spanish-Speaking community by hosting the Latino Literacy program.

Strategy's Expected Result/Impact: Increased parent involvement and increased literacy rates of the Spanish-speaking community

Staff Responsible for Monitoring: Teacher - Mrs. Mustain

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 3

Staff will make 2 positive contact for each student in their homeroom class per 9 weeks.

Strategy's Expected Result/Impact: This will build a positive rapport between staff and families.

Staff Responsible for Monitoring: LMES Staff and Administration

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 2

3.1.2 Increase campus culture and improve staff satisfaction.

Evaluation Data Source: Panorama survey results

Strategy 1

Conduct staff potluck events once every 9 weeks.

Strategy's Expected Result/Impact: Increased campus culture

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Goal 7

(3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 1

3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Source: Parent perception survey

Strategy 1

Offer parents numerous opportunities to provide input on school effectiveness through the MRA Survey and the Panorama survey.

Strategy's Expected Result/Impact: Increase parent input / voice

Staff Responsible for Monitoring: Admin

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June



Funding Summary

Funding Summary

Title I, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		--	\$2,075.00
1	2	3		--	\$3,925.00
1	4	2		--	\$2,075.00
3	4	2		--	\$2,075.00
Sub-Total					\$10,150.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					-\$4,150.00

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		6399	\$3,564.00
4	2	2	LiM Supplemental Supplies - Student Companion Guides, 8 Habits posters, Tree poster	--	\$6,296.00
4	2	2	Membership Fee LIM	--	\$6,600.00
Sub-Total					\$16,460.00
Budgeted Fund Source Amount					\$9,760.76
+/- Difference					-\$6,699.24

Title I, Part A - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$3,000.00