

Willis Independent School District



Hardy Elementary

Accountability Rating: D

2025-2026 Campus Improvement Plan

Mission Statement

At Hardy, we grow and inspire high achieving lifelong learners!

Vision

To unlock every student's full potential by building a school community where students, staff, families, and the community work together, stay involved, and grow every day to be better than yesterday.

Value Statement

Hardy's Core Values

H	Honest
A	Ambitious
R	Respectful
D	Determined
Y	Be Your Best!

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Comprehensive Needs Assessment

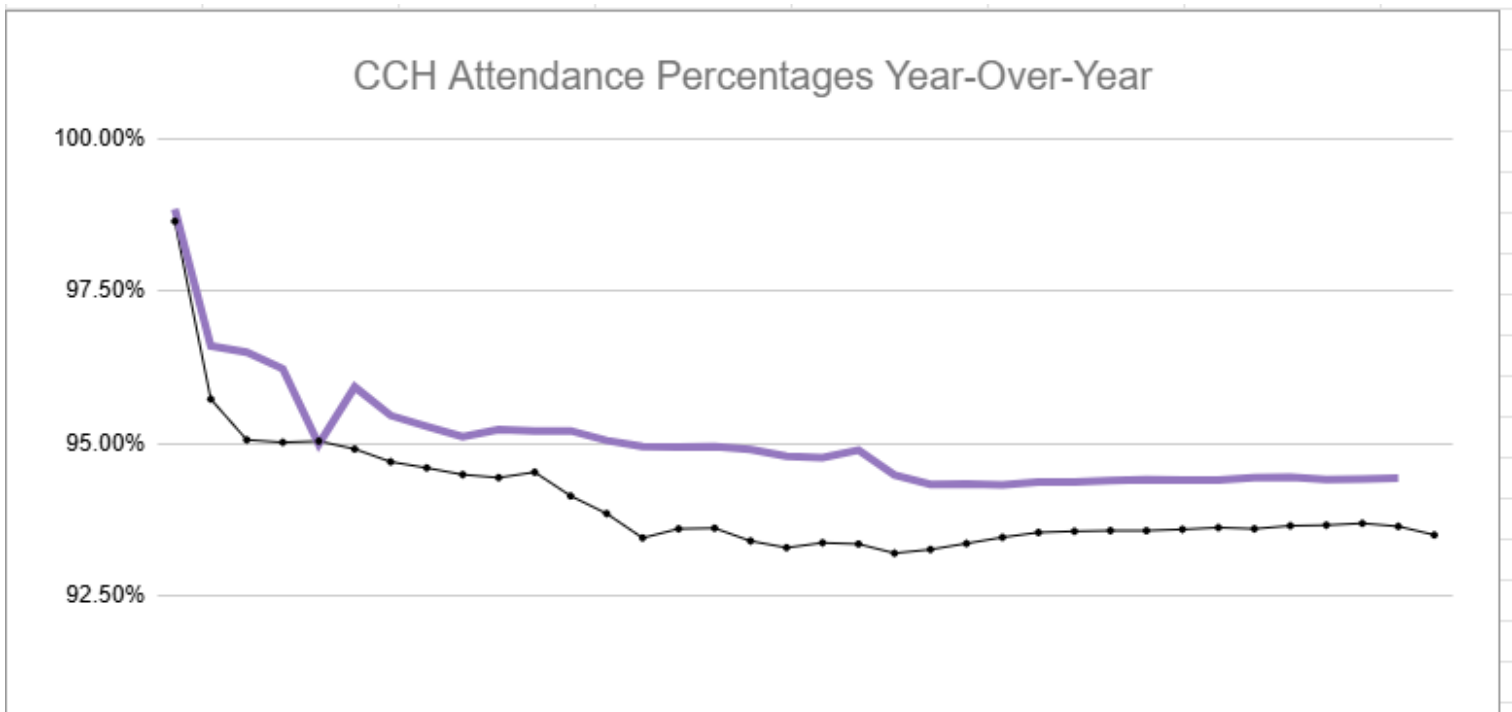
Demographics

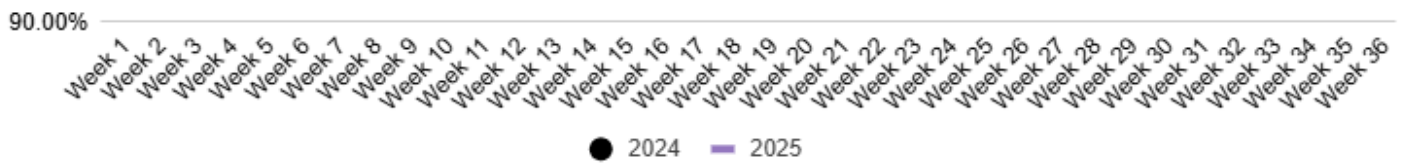
Summary

Hardy Elementary continues to serve a highly diverse and mobile student population, with demographics remaining steady over the past three years. However, there has been a notable increase in students receiving special education services and requiring additional supports. Attendance has improved by nearly 1% this year, supported by consistent communication with families, incentive programs, and initiatives like the GOAL program, which connects families with child advocates to strengthen support at home and school. Parent support also emerged as a need, particularly in the form of step-by-step guidance for accessing the parent portal and increased outreach to build awareness of attendance trends.

701 Gerald St Wills, WA 99178-3413 (509) 856-1241 Phone (509) 856-1242 Fax		School Population Student Total Kindergarten Grade 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade		Count 849 121 130 151 130 155 150		Percent 100% 14.25% 15.32% 17.79% 15.32% 18.26% 17.67%					
Administration Administrator names are based on role ID reporting on the Fall 2025 staff records Principal: Susan Foster											
Student Demographics		Count Percent		Special Education Services		Count Percent					
Gender Female Male Ethnicity Hispanic/Latino Race American Indian - Alaskan Native Asian Black - African American Native Hawaiian - Pacific Islander White Two-or-More		439 410 449 4 4 18 0 155 22		51.71% 48.29% 52.99% 0.47% 0.47% 6.85% 0.00% 18.26% 2.96%		Instructional Settings Speech Therapy Homebound Hospital Class Resource Room VAC Off Home Campus State School Residential Care Self Contained Full-Time Early Childhood Manroom		85 0 0 98 0 0 0 0 23 0 35		9.93% 0.00% 0.00% 8.66% 0.00% 0.00% 0.00% 0.00% 2.69% 0.00% 4.06%	
Student Programs		Count Percent		Student Indicators		Count Percent					
CTE Attendance Gifted and Talented Pregnancy Related Services Regional Day School Program for the Deaf Section 504 Special Education (SPED) Bilingual/ESL Emergent Bilingual (EB) Standard or Alternative Bilingual/ESL Dual Language Immersion One-Way Dual Language Immersion Two-Way Dyslexia Dyslexia Indicator Code Dyslexia Risk Code Dyslexia Services Code Title I Part A Schoolwide Program Targeted Assistance Targeted Assistance Previously Participated Title I Homeless Neglected		0 50 0 0 18 0 352 255 19 0 33 258 33 0 0 0 0 0		0.00% 6.95% 0.00% 0.00% 2.12% 0.00% 36.57% 31.21% 2.24% 0.00% 3.89% 30.16% 3.95% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00%		Foster Care IGC Reviewed Intervention Indicator Migrant Military Connected Unschooled Asyiles/Refugees Economic Disadvantage Economic Disadvantage Total Free Meals Reduced-Price Meals Other Economic Disadvantage Homeless Statuses Homeless Status Total Shelter Doubled Up Unsheltered Hotel/Motel Shelter Not Unaccompanied Youth Unaccompanied Youth		2 0 76 0 23 0 714 852 62 0 3 0 3 0 0 0 3 0		0.24% 0.00% 8.95% 0.00% 2.71% 0.00% 84.10% 78.80% 7.30% 0.00% 0.35% 0.00% 0.35% 0.00% 0.35% 0.00%	

CCH Attendance Percentages Year-Over-Year





Strengths

The addition of a second assistant principal has significantly enhanced our ability to address student needs and provide more focused attention to attendance. As a result, our attendance rate has improved by nearly 1% this year. Additionally, our student-to-teacher ratios have remained at manageable levels, with class sizes consistently below 23 students, allowing for more individualized instruction and support.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Student attendance has increased; however, reaching a 96% attendance rate remains a priority.

Communication between home and school is essential to reflect the school's investment in each student's success; however, we are seeing a need for a more clearly defined process for excessive absences need to be communicated.

2



With high campus enrollment, there has been a noticeable increase in the number of students requiring more specialized support, highlighting the need to ensure resources and structures are responsive to evolving student needs.

An increasing number of students enrolling at our campus require higher levels of special education service minutes, placing additional demands on our existing special education teachers and paraprofessionals and stretching current staffing capacity.

 = Priority

Student Achievement

Summary

The review of multiple data sources, including interim assessments, MAP reports, EOU results, and tutorial attendance, highlights several key strengths and areas for growth in student achievement. Students demonstrate strong performance in argumentative and informational texts, benefiting from increased exposure, explicit evidence structures, and strategic instructional support. A notable number of 5th-grade students advocated for and participated in after-school tutorials, reflecting increased student ownership and motivation. Additional strengths include the use of Rockn' Review and small group instruction to reinforce TEKS mastery, as well as increased instructional time from the omission of MOU assessments for upper grades. Improvements in home-school communication, such as mailing report cards directly to parents, have also positively impacted engagement.

Despite these strengths, challenges remain in several areas. Fiction and drama instruction continue to present difficulties, particularly in teaching plot elements, character analysis, and responding to inferential prompts. In mathematics, fast-paced instruction often limits opportunities for concrete practice and reinforcement. A high volume of assessments reduces valuable instructional time across all content areas. Vertical alignment is needed across grade levels to ensure consistent instruction in vocabulary, structures, and key academic skills, helping students transition more successfully from one grade to the next. Lower grade levels require expanded access to tutorials and intervention to address foundational learning gaps earlier in the year.

As a result of these findings, several priority needs have been identified. These include expanding intervention opportunities in early grades, strengthening daily language and vocabulary instruction through tools like the Heggerty Bridge to Reading program in K-2, and ensuring vertical alignment of vocabulary and academic skills across grade levels. Instruction should increasingly incorporate productive struggle techniques, higher-level questioning, and real-world connections to help students apply their learning more meaningfully. Parent engagement efforts should continue to improve through clear communication tools and targeted outreach focused on attendance and academic involvement.

Math Longevity Study

Grade	Fall MAP 2022	DSA 2022	Winter MAP 2023	Interim 2023	Spring MAP 2023	STAAR 2023	Fall MAP 2023	Interim 2023	Winter MAP 2024	Interim 2024	Spring MAP 2024	Preliminary STAAR 2024	FALL MAP 2024	Fall Interim 2024	Winter Map 2024	Spring Interim 2025	Spring MAP 2025
2nd	73.10%	63.37%	48.80%		55.00%		49.60%		54.20%		54.40%		40.7		39.40%		42.80%
3rd	66.10%	49.12%	45.20%	70.87%	39.30%	44.14%	45.00%	50.00%	45.70%	52.42%	44.00%	47.00%	45.4	84	52.00%	39.00%	40.80%
4th	61.80%	45.28%	45.70%	22.73%	44.10%	46.02%	50.50%	50.00%	51.60%	49.53%	55.80%	42.00%	43.3	48	40.00%	49.00%	45.00%
5th	55.60%	40.34%	37.70%	46.09%	43.67%	43.00%	36.40%	49.00%	40.60%	51.30%	47.30%	39.00%	38.6	49	49.20%	65%	53.4
Approaches																	
Grade	Fall MAP 2022	DSA 2022	Winter MAP 2023	Interim 2023	Spring MAP 2023	STAAR 2023	Fall MAP 2023	Interim 2023	Winter MAP 2024	Interim 2024	Spring MAP 2024	Preliminary STAAR 2024	FALL MAP 2024	FALL Interim 2024	Winter MAP 2024	Spring Interim 2025	Spring MAP 2025
2nd	26.90%	36.63%	51.20%		45.00%		50.40%		46.80%		45.60%		59.3		60.60%		57.20%
3rd	33.90%	50.88%	54.80%	29.13%	60.70%	55.86%	55.00%	50.00%	54.30%	47.58%	56.00%	53.00%	54.6	46	48.00%	61.00%	58.20%
4th	38.40%	54.72%	54.30%	77.27%	55.90%	53.98%	49.50%	50.00%	48.40%	50.47%	44.40%	58.00%	56.7	52	60.00%	51.00%	55.00%
5th	44.40%	59.66%	62.30%	56.91%	56%	57%	63.60%	51.00%	59.40%	48.70%	52.70%	61.00%	61.4	51	50.50%	35.00%	46.40%
Meets																	
Grade	Fall MAP 2022	DSA 2022	Winter MAP 2023	Interim 2023	Spring MAP 2023	STAAR 2023	Fall MAP 2023	Interim 2023	Winter MAP 2024	Interim 2024	Spring MAP 2024	Preliminary STAAR 2024	FALL MAP 2024	FALL Interim 2024	Winter MAP 2024	Spring Interim 2025	Spring MAP 2025
2nd	8.40%	29.70%	13.60%		12.40%		19.10%		11.10%		11.20%		20.7		22%		21.8
3rd	5.80%	16.67%	18.50%	7.77%	33.80%	27.05%	21.00%	38.00%	25.40%	36.29%	24.10%	21.00%	18.9	19	21.90%	33%	26.6
4th	4.50%	28.30%	10.40%	38.18%	17.80%	30.97%	10.80%	31.00%	10.50%	33.64%	11.10%	30.00%	26.8	34	23.10%	37%	26.4
5th	21.40%	31.93%	18.50%	21.14%	16.90%	24.00%	24.80%	39.00%	15.00%	31.30%	16.50%	31.00%	23	26	17.70%	16%	19.6
Masters																	
Grade	Fall MAP 2022	DSA 2022	Winter MAP 2023	Interim 2023	Spring MAP 2023	STAAR 2023	Fall MAP 2023	Interim 2023	Winter MAP 2024	Interim 2024	Spring MAP 2024	Preliminary STAAR 2024	FALL MAP 2024	FALL Interim 2024	MAP Winter 2024	Spring Interim 2025	Spring MAP 2025
2nd	0.8	8.91%	3.20%		3.90%		1.70%		0.8		2.40%		3.7		4.50%		5.1
3rd	2.50%	7.02%	4.00%	1.94%	9.00%	4.50%	7.00%	24.00%	5.10%	16.13%	6.40%	5.00%	2.6	9	0.8	20%	0.8
4th	5.40%	8.49%	2.60%	11.82%	4.20%	9.73%	4.50%	18.00%	4.00%	24.30%	4.80%	6.00%	7.1	26	6.20%	16%	9.3
5th	3.20%	10.92%	2.30%	4.88%	2.30%	5.00%	5.80%	17.00%	3.60%	12.17%	4.70%	6.00%	7.6	9	2.40%	5%	5.3

Did Not Meet																	
Grades	Fall MAP 2022	DSA 2022	Winter 2023	Interim 2023	Spring 2023	STAAR 2023	Fall MAP 2023	Interim 2023	Winter MAP 2024	Spring Interim 2024	Spring MAP 2024	Preliminary STAAR 2024	FALL MAP 2024	FALL Interim 2024	Winter Map 2024	Spring Interim 2025	Spring Map 2025
2nd	71.40%	14.71%	54.00%		55.80%		48.80%		57.80%		52.40%		25.70%		35.40%		30.2
3rd	74.40%	63.53%	45.50%	44.44%	47.50%	42.20%	42.20%	41.00%	42.80%	33.33%	44.70%	27.00%	33.10%	44%	41.90%	44%	40
4th	89.60%	51.85%	47.90%	36.94%	53.40%	37.17%	54.90%	45.00%	56.50%	52.94%	62.70%	40.00%	26.60%	27%	35.70%	47%	34
5th	56.50%	59.17%	37.80%	41.73%	40.40%	29.00%	41.80%	49.00%	48.10%	40.35%	58.60%	34.00%	38.90%	33%	50.80%	48%	51.2
Approaches																	
Grades	Fall 2022	DSA 2022	Winter 2023	Interim 2023	Spring 2023	STAAR 2023	Fall MAP 2023	Interim 2023	Winter MAP 2024	Spring Interim 2024	Spring MAP 2024	Preliminary STAAR 2024	FALL MAP 2024	FALL Interim 2024	Winter MAP 2024	Spring Interim 2025	Spring Map 2025
2nd	28.60%	85.29%	46.00%		44.20%		51.20%		42.40%		47.80%		74.3		64.60%		69.8
3rd	25.60%	36.47%	54.50%	55.56%	52.50%	57.80%	57.80%	59.00%	57.20%	66.67%	55.30%	73.00%	65.8	56%	56.10%	56%	60
4th	30.40%	47.71%	52.10%	63.06%	46.60%	62.83%	45.10%	55.00%	43.50%	47.06%	37.30%	60.00%	73.4	73%	64.30%	53%	70.2
5th	43.50%	40.83%	62.20%	58.27%	59.60%	71.00%	56.20%	53.00%	51.90%	59.65%	41.40%	66.00%	61.1	67%	49.20%	52%	48.8
Meets																	
Grades	Fall 2022	DSR 2022	Winter 2023	Interim 2023	Spring 2023	STAAR 2023	Fall MAP 2023	Interim 2023	Winter MAP 2024	Spring Interim 2024	Spring MAP 2024	Preliminary STAAR 2024	FALL MAP 2024	FALL Interim 2024	Winter MAP 2024	Spring Interim 2025	Spring Map 2025
2nd	8.40%	29.41%	15.30%		21.70%		11.00%		12.90%		20.20%		27.20%		33.90%		35.2
3rd	14.00%	3.53%	26.80%	17.59%	28.30%	31.19%	37.30%	47.00%	26.80%	50.41%	34.00%	47.00%	35.50%	40%	29.10%	30%	36
4th	12.50%	14.81%	19.70%	33.33%	19.50%	18.58%	22.20%	36.00%	19.30%	16.67%	19.00%	33.00%	41.50%	54%	31.80%	41%	35.2
5th	13.70%	6.67%	22.80%	37.80%	27.50%	43.00%	27.50%	38.00%	24.00%	50.88%	19.50%	33.00%	34.30%	42%	23.50%	45%	21.7
Masters																	
Grades	Fall 2022	DSR 2022	Winter 2023	Interim 2023	Spring 2023	STAAR 2023	Fall MAP 2023	Interim 2023	Winter MAP 2024	Spring Interim 2024	Spring MAP 2024	Preliminary STAAR 2024	FALL MAP 2024	FALL Interim 2024	Winter MAP 2024	Spring Interim 2025	Spring Map 2025
2nd	3.40%	5.88%	4.00%		7.00%		5.50%		7.20%		5.50%		6.60%		8.50%		7.9
3rd	7.40%	0.00%	13.00%	6.48%	10.80%	6.42%	14.80%	32.00%	12.30%	26.02%	14.90%	19.00%	9.10%	18%	6.50%	19%	8.8
4th	7.10%	3.53%	4.30%	13.51%	6.80%	2.65%	6.60%	26.00%	4.00%	16.67%	7.90%	13.00%	18.80%	46%	10.90%	24%	16.3
5th	8.90%	3.33%	13.40%	12.60%	10.70%	15.00%	8.70%	23.00%	7.50%	28.95%	4.50%	12.00%	13.70%	35%	7.60%	30%	6.2

Strengths

Students have shown increased proficiency with argumentative texts due to greater exposure and consistent practice, while performance on informational writing tasks remains strong as students are better able to locate explicitly stated evidence. A notable number of 5th grade students demonstrated self-advocacy by requesting after-school tutorials, which contributed to their academic growth. The use of tutorials across 3rd through 5th grade during the spring semester further supported student learning. Targeted instructional strategies, including Rockn’ Review and small group instruction, were effectively used to reinforce TEKS understanding and drive student success. Additionally, mailing report cards directly to parents improved communication, and exempting upper-grade levels from the EOY MOU assessments allowed for increased instructional time.

Problem Statements Identifying Student Achievement Needs

Problem Statement

Root Cause

1



RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.

Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.

2



Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.

Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

 = Priority

School Culture and Climate

Summary

CC Hardy's school culture and climate are supported by a variety of tools and programs that promote positive behavior and student development, including detailed EQ (Emotional Quotient) lessons, PBIS rotations, leveled behavior systems, and clear classroom management plans. These systems help identify behavior trends and support both students and staff in maintaining a structured, respectful learning environment. However, data shows a need for improved pacing of EQ lessons to better meet students' developmental needs and provide more opportunities for them to practice learning targets. There is also a need for consistent follow-through in enforcing campus-wide expectations and addressing common referral issues such as disrespect and disruptions during transitions. Strengthening teacher collaboration with the counselor to create targeted small groups, enhancing parent engagement through in-person conferences that include students, and implementing Behavior MTSS with fidelity are all priorities. The campus also aims to become more intentional about recognizing students who model positive character traits and delivering consistent monthly guidance lessons to support social-emotional learning across all grade levels.

Strengths

CC Hardy utilizes a variety of tools to support school culture and behavior management, including detailed EQ lessons that provide a comprehensive approach to social-emotional learning. The leveled behavior system helps identify the severity of behavioral issues, allowing for more targeted interventions. Additionally, PBIS (Positive Behavioral Interventions and Supports) rotations are implemented to support students in developing positive behaviors and reinforcing expectations across the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Some students may struggle with demonstrating self-awareness in their behavior, which can impact both the classroom dynamic and campus culture.</p>	<p>Students need more guidance and skills on how to de-escalate situations, as they currently lack effective strategies for managing emotional triggers and resolving conflicts calmly.</p>
<p>2 ★</p> <p>Students show a need for further development of key social skills necessary for resolving conflicts, demonstrating respect, and collaborating effectively toward common objectives.</p>	<p>Restorative circle time does not provide enough focused intervention or practice opportunities for students to develop and apply skills in conflict management and respecting others.</p>

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

At CC Hardy, a focus on improving staff quality, recruitment, and retention has highlighted several key areas for growth and development. The majority of teachers are fully certified, and the staff remains dedicated, with many actively participating in job fairs. However, there are specific needs that must be addressed to enhance overall support and success. First-year and new-to-campus teachers require a mentor program tailored to CC Hardy's culture, expectations, and procedures. This program should provide consistent, specific guidance and accountability for teacher success. Additionally, professional development (PD) for the year must be more hands-on, with dedicated time for teachers to learn and master new resources, particularly the curriculum, through collaborative planning time (CTT) and reflective discussions.

To ensure the successful implementation of the new curriculum, teams will need structured time to internalize lessons and prepare effectively. There is also a need to optimize meeting schedules to prevent teachers from attending multiple meetings in one week. To better engage families, the school will focus on more grade-level-specific parent engagement nights, combining previous events for greater efficiency. Faculty meetings will balance celebrations and professional development based on campus needs, while additional PD meetings will be centered on addressing teacher, team, and campus priorities. Overall, a tailored mentor program, efficient use of PD time, and streamlined faculty events are essential to supporting staff retention and maximizing instructional effectiveness at CC Hardy.

Campus Professional Development for 2024-2025

Goal 1: By the end of May 2025 CC Hardy will have an attendance rating of 94% or higher.

Goal 2: Students in all grade levels will increase their achievement by at least 5% by the end of May 2025, as measured by grade-level benchmarks and state assessments.

Goal 3: By June 2025, our disciplinary referrals will decrease by 10% from the previous year.

Goal 4: By the end of the 2024-2025 school year, the campus will have a retention rate of 80% or higher.

Goal 5: By June 2025, Parent Involvement will increase by 10%, as measured by sign- in sheets of specified activities.

Faculty Meetings

Date:	Time:	Topic:	Presenter:	Goal Connected:
9/3/24	4:30 - 5:30	Title 1 training for teachers Book Study Title 1 Training Staff Vertical Alignment	Fossler Teams 3rd Grade Team Teams	Goal 2 Performance Objective 10 (B.S.) Goal 2 Performance Objective 4 Strat. 4 (V.A.)
10/7/24	4:30 - 5:30	Test Security Training-Interim Book Study Behavior Brief	Clark 5th Grade Team Teams	Goal 2 Performance Objective 10 (B.S.)
10/9/24	4:30 - 5:30	CIP Review-Team Leaders ONLY	Design Team	
10/15.24	8:30-10:00	Vertical Alignment: CCH Vertical Alignment Fall 2024	Teachers & Coaches	Goal 1: Performance Objective 1, Strategy 1, Performance Objective 7, Strategy 1, Performance Objective 11, Strategy 1,
11/5/24	4:30 - 5:30	Book Study De-escalation	1st Grade Team Kelly Locke	Goal 2 Performance Objective 10 (B.S.) Goal 3 Performance Objective 1
1/28/25	4:30 - 5:30	CIP Review	All Teaching Staff	
2/3/25	4:30 - 5:30	Testing Security Refresher Book Study Behavior Brief	Kindergarten Book Study- Why the Rich Classroom Climate Mindset?	Goal 2 Performance Objective 10 (B.S.)

3/25/25	4:30-5:30	Book Study Vertical Alignment CIP Review	Teams All Teaching Staff 4th Grade- Why the Enrichment Mindset?	Goal 1: Performance Objective 1, Strategy 1, Performance Objective 7, Strategy 1, Performance Objective 11, Strategy 1,
4/1/25	4:30 - 5:30	Test Procedures Training Book Study Behavior Brief	Clark 2nd Grade Team- Why the Engagement Mindset?	Goal 2 Performance Objective 10 (B.S.)
5/8/25	4:30 - 5:30	Awards & EOY Procedures Book Study	Fossler Specials Team-Why the Graduation Mindset? -	Goal 2 Performance Objective 10 (B.S.)
Content-Specific Staff Development				
Month:	Time:	Topic:	Presenter:	Goal Connected:
	4:30 - 5:30	Math: K-5 Envision 9/16/24, 9/19/24 Science: K-5 Stemsscopes 9/16/24, 9/19/24	Puckett	Goal 5 Performance Objective 5
	Conference	Math: 1st Grade - Zaner Bloser 9/10/24	Puckett	Goal 1 Performance Objective 2
September	Conference	Math: 3rd Grade - Zaner Bloser 9/19/24	Puckett	Goal 1 Performance Objective 3
	Conference	TEMI training with Kinder 9/19/24	Puckett	Goal 2 Performance Objective 4
		Technology: See attached	VanZandt	Goal 2 Performance Objective 2
	9/30-10/4 Conference	RLA: 2-5 Patterns of Power/ RLA: K-1 Pattern of Wonder -Found training from Region 6 in March	Simard	Goal 2 Performance Objective 6
	4:30 - 5:30	10/3/24 All Braining Camp	Puckett	Goal 5 Performance Objective 5
	4:30 - 5:30	10/3/24 Navigating HMH	Simard	Goal 2 Performance Objective 1 & 6
October		Technology: See attached	VanZandt	Goal 2 Performance Objective 2
	CTT	Math Strategy Share: Concrete, Pictorial, Abstract	Puckett	Goal 1 Performance Objective 7
	CTT	Kinder-DMR	Puckett	Goal 1 Performance Objective 7
November	4:30 - 5:30	RLA: K-2 Fun Ways to Use Decodable Texts	Simard	Goal 2 Performance Objective 3
	4:30 - 5:30	Technology: See attached	VanZandt	Goal 2 Performance Objective 2
December	CTT	Daily Problem Solving Resource- All grades	Puckett	Goal 1 Performance Objective 7
		RLA: K-5 Types of Small Groups		
February	Conference	3rd-5th Fast Focus/Countdown to STAAR Resource	Puckett	Goal 1 Performance Objective 7
	4:30-5:30	Utilizing Academic Vocabulary Consistently and Constantly	Coaches	Goal 1 Performance Objective 11
	4:30-5:30	Curipod	Van Zandt	Goal 2 Performance Objective 2
March	4:30-5:30	ALL Subjects/grades-Let the Games Begin	Instructional Coaches	Goal 2 Performance Objective 2
	4:30-5:30	Tools you can use tomorrow	Van Zandt	Goal 2 Performance Objective 2
	8:45-9:20	3/17- Narrating the Positive	Epple	Goal 4: Performance Objective 2

Staff Development Days				
Date:	Time:	Topic:	Presenter:	Goal Connected:
10/14/2024 & 10/15/2025	8:00-4:00	District PD- Schedule linked here	Coahes, Principals, Region 6	Goal 2 Performance Objective 2
10/15	8:00-4:00	Parent Conferences CTT-1.5 hours	Teams	Goal 2 Performance Objective 10 (B.S.)
1/6/2025	8:00-4:00	TBD-Book Study, Attendance Matters, Vertical alignment, 4 high needs based on data from observations.	Kindergarten Team	Goal 1 (attendance), Goal 2 Performance Objective 10 (B.S.)
1/7/2025	8:00-4:00	Rotations- Schedule here	leadership team	Goal 1 Performance Objective 1, 7, 11 Goal 2 Performance Objective 10 (B.S.) Goal 4 Performance Objective 2
2/17/2025	8:00-4:00	District PD- A.M. Staff Day P.M. Campus Day (CTTs & Parent Conferences)- Schedule Linked here	Coaches	Goal 1 Performance Objective 1, 11
4/21/2025	8:00-4:00	CNA- Meet with Campus Committees	TBD	
Additional PD needed based on Data- Lever 5.1 & 5.3 on ESF (added throughout the year)				
10/10/2024	8:30-4:00	Teachers & Coach will attend Region 6 Training: "Anchoring the Learning in Science"	Van Zandt, Phillips, Youngblood, Garcia	Goal 1: Performance Objective 11, Strategy 1
10/14/2024 & 10/15/2024	8:30-4:30	ILT- Effective Feedback with Region 6	Principal, APs	Goal 2: Performance Objective 2, Strategy 1
10/28/2024 & 10/29/2024	8:30-3:30	Bill MacDonald Writing Training (Paid by district funds)	Fossler, Simard, Gutierrez, Dubrock	Goal 6: Performance Objective Strategy 3
11/13/24	8:30-4:00	3rd-6th Data Dig	Fossler, Garcia, Wenger, Lambert, Van Zandt, Delao	Goal 5: Performance Objective 7, Strategy 1
1/14/25	8:30-4:00	Region 6- Building a Strong Literacy Foundation	Clark, Simard, Foxworth, Johnson, Koch, L. Torres	Goal 1: Performance Objective 2, Strategy 1
1/22/25	8:00-2:30	Bureau of Education and Research: Maximize the Power of Your Small Group Reading Instruction (Grades K-2)	Fossler, Simard, Morgan, Russell, McMayon	Goal 1: Performance Objective 5. Strategy 3
1/23/25	8:30-4:00	Math Practices to Enhance Student Engagement (Elementary & Secondary) - Unlocking the Power of Productive Struggle	Puckett, Wenger, Montgomery, Blake	Goal 2 Performance Objective 2
1/30/25	9:00-3:30	Bureau of Education and Research: Maximize the Power of Your Small Group Reading Instruction (Grades K-2)	Clark, Epple, Bulnes, Blunt, Foxworth	Goal 1: Performance Objective 5. Strategy 3 CANCELED
2/4/25	8:30-4:00	Region 6: Primary Data Dig	Epple, Puckett, McMayon, Hanes, Perry, Montgomery	Goal 5: Performance Objective 7, Strategy 1
2/6/25	8:30-4:00	Region 6- Instruction Strategies in Science	Van Zandt, Oughton, Gonzalez, DeFrancisco	Goal 1: Performance Objective 11, Strategy 1

2/18/25	8:30-4:00	Lead4Ward- Rockin' Review (District Paid Training)	Alicia Clark, Courtney Simard, Beth Puckett	Goal 1: Performance Objective 1, Strategy 3 Goal 1: Performance Objective 7, Strategy 5 Goal 1: Performance Objective 11, Strategy 4
2/25/25	8:30-4:00	5th STAAR Science Review	Phillips and Oughton	Goal 1: Performance Objective 11, Strategy 1- Campus canceled due to Lead4Ward district incentive.
3/4/25	8:30-4:00	Region 6: Patterns of wonder- Due to Region 6 canceling this training, we are going to do an in house training with our Reading Coach.	Morgan, Bulnes, Russell, Martinez, Simard, Epple (AM) Villegas, Twiddy, Blunt, Torres, Clark (PM)	Goal 5: Performance Objective 1, Strategy 4 CANCELED- BUT will do on campus

Strengths

CC Hardy benefits from a majority of fully certified teachers, ensuring that students are taught by educators with the necessary credentials and expertise to provide a high-quality education. The campus is well-equipped with a variety of resources, including curriculum materials, instructional tools, and technology, all of which enhance the learning experience for students. The staff is highly dedicated, consistently going above and beyond to meet the needs of their students and create a positive, engaging learning environment. Additionally, the campus maintains a strong presence at job fairs, actively seeking out qualified and passionate teachers to join the team. This proactive approach to recruitment helps ensure the school continues to attract talented individuals who are committed to the mission of fostering student success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement

Root Cause

1
★

First-year and new-to-campus teachers need mentor support from team or nearby grade-level teachers, guided by detailed, campus-specific plans. The mentor program should include all new-to-campus teachers and be tailored to CC Hardy's specific expectations, culture, and procedures--ensuring accountability and providing consistent, specific support for teacher success.

The current district-wide mentor program lacks campus-specific details.

2
★

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

The analysis reveals several areas where CC Hardy can improve its curriculum, instruction, and assessment. While the school has strengths in the consistency of its End of Unit (EOU) and Mastery of Understanding (MOU) protocols, as well as beneficial unit plans and clear pacing guides, there are notable needs in vertical alignment across grade levels and content areas. Teachers need more frequent meetings to discuss alignment, ideally once a month instead of once every nine weeks. There is also a demand for an all-encompassing document that incorporates Lead4ward strategies and ready-made masters/slideshows for each grade level, which would reduce preparation time for teachers. Students also need structured opportunities to track their learning progress and set personal goals to improve self-efficacy. The professional development offerings for bilingual educators should be tailored more specifically to support new bilingual teachers, with expert bilingual teachers providing training in strategies like Total Physical Response (TPR) and sheltered instruction. Furthermore, ongoing professional support through Collaborative Teacher Teams (CTTs) is necessary for teachers to effectively implement new curricula, particularly in math and reading. Lastly, more focus is needed on using student discourse, productive struggle, and cognitive lift to increase rigor in daily instruction across all content areas. These targeted interventions and improvements in professional learning will better support teachers and students in closing learning gaps and achieving academic success.

Strengths

The recent improvements in professional development (PD) and instructional resources at CC Hardy have yielded several strengths that are positively impacting the teaching environment. The Collaborative Teacher Teams (CTT) outline, developed by the Guiding Coalition, provided much-needed clarification for the "new" curriculum rollout, with a more focused and direct approach that helped teachers better understand and implement changes. Additionally, the more detailed pacing guides offered this year have proven especially beneficial for new teachers or those new to the content, as they provide a structured roadmap that simplifies lesson planning and ensures instructional continuity. The academic vocabulary PD has also been a notable strength, as it effectively met the needs of all grade levels and skill levels, ensuring that vocabulary instruction is aligned vertically across the school. This support has helped teachers integrate academic vocabulary more consistently into their classrooms. Moreover, the tech PD offered this year was particularly effective because it focused on practical, immediately applicable tools, allowing teachers to quickly incorporate new technology strategies into their instruction. Collectively, these resources and PD offerings have strengthened the instructional framework, providing teachers with the clarity, tools, and ongoing support needed to succeed.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement

Root Cause

1
★

While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and extension. Greater focus on consistent Tier 2 instruction and intentional

Small groups are not consistent in older grades.

2
★

Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i

Older grades do not have the knowledge to support struggling readers as younger grades do.

★ = Priority

Family and Community Engagement

Summary

The findings highlight several areas of need and opportunity for enhancing parent, family, and community engagement at the school. Currently, guardians often feel uncertain about how to support their child's academic growth, primarily due to a lack of clear communication and resources. To address this, the school must focus on providing clearer guidance and tools for parents to assist with their child's learning at home. Additionally, there is a significant lack of community involvement during the school day, as opportunities for parents and local stakeholders to participate in school activities are limited. The school can strengthen engagement by offering more opportunities for parents to get involved during school hours, not just through after-school events.

This year, however, the school has seen significantly higher parent attendance at evening activities and in parent engagement events during the school day, which indicates a positive shift towards more active participation. Moving forward, the school needs to build on this momentum by focusing on parent engagement in the classroom and extending academic activities into the home for continued learning. Additionally, there is a need to better educate parents on using school communication tools like SchoolPay, TEAMS, and Class Dojo to strengthen home-school connections. Expanding volunteer opportunities by reaching out to community members and creating a clear system for supporting the school during the day is another priority. Lastly, a Mentor Program should be built to foster consistent community involvement and provide additional support for students.

Parent Family Engagement Nights for 2024-2025				
Goal 1: By the end of May 2025 CC Hardy will have an attendance rating of 94% or higher.				
Goal 2: Students in all grade levels will increase their achievement by at least 5% by the end of May 2025, as measured by grade-level benchmarks and state assessments.				
Goal 3: By June 2025, our disciplinary referrals will decrease by 10% from the previous year.				
Goal 4: By the end of the 2024-2025 school year, the campus will have a retention rate of 80% or higher.				
Goal 5: By June 2025, Parent Involvement will increase by 10%, as measured by sign-in sheets of specified activities.				
Highlighted areas are supporting STAAR success				
Coffee & Chat with Principal				
Date:	Time:	Topic:	Presenter:	Goal Connected:
9/10/24	8:30-9:15	2024-2025 Campus Improvement Plan & Title 1 meeting	Susan Fossler	Goal 5, Objective 1, Strategy 1 & 3
10/8/24	8:30-9:15	The Importance of Sleep and Routines	Kelly Locke	Goal 3 Goal 5, Objective 1, Strategy 1 & 3
11/5/24	8:30-9:15	Decoding Skills for students	Melanie Underwood	Goal 2, Performance Objective 1 Goal 5, Objective 1, Strategy 1 & 3
1/14/24	8:30-9:15	How to understand MAP data and help your child.	Alicia Clark & Dakotah Epple	Goal 5, Objective 1, Strategy 1 & 3
2/1/24	8:30-9:15	Testing Anxiety	Kelly Locke	Goal 5, Objective 1, Strategy 1 & 3
3/18/24	8:30-9:15	What is Special Education	Randi Gay	Goal 5, Objective 1, Strategy 1 & 3
5/6/24	8:30-9:15	Summer Entertainment Optional other than digital	Michelle Witham	Goal 5, Objective 1, Strategy 1 & 3
School-Wide Events				
11/7/2024	5:30-7:00	K-2 Early Literacy & Math Fluency Night	Coaches, Teachers, and Administrators	Goal 5, Objective 3, Strategy 2

12/12/2024	5:30-7:00	Camp Learn-A-Lot : Math & Reading Support for Families	Coaches, Teachers, and Administrators	Goal 5, Objective 3, Strategy 1
2/20/2024	5:30-7:00	3rd-5th Grade STAAR Escape Room.	Coaches, Teachers, and Administrators	Goal 5, Objective 3, Strategy 3
3/27/2024	5:30-7:00	STEAM Night	Coaches, Teachers, and Administrators	Goal 5, Objective 3, Strategy 1
Grade Level TEKs Based Celebration				
October 2024	2:00-3:00	3rd Grade Pumpkin Patch	Coaches, Teachers, and Administrators	Goal 5, Performance Objective 1, Strategy 2
November 2024	TBD	5th Grade Multicultur Fair	Coaches, Teachers, and Administrators	Goal 5, Performance Objective 1, Strategy 2
February 2025	TBD	2nd Grade Parent Engagement Day	Coaches, Teachers, and Administrators	Goal 5, Performance Objective 1, Strategy 2
3/21/2025	TBD	4th Grade Texas History Wax Muesem	Coaches, Teachers, and Administrators	Goal 5, Performance Objective 1, Strategy 2
April 2024	TBD	1st Grade Royal-ty Party- Students Celebrating their Writing	Coaches, Teachers, and Administrators	Goal 5, Performance Objective 1, Strategy 2
5/2/2024	TBD	Kindergarten Backward Alphabet Celebration	Coaches, Teachers, and Administrators	Goal 5, Performance Objective 1, Strategy 2
Title 1 Information to Parents				
8/8/24 & 8/9/24	5:30-7:00	Title 1 Pamphlet sent out	Fossler	Goal 5, Objective 1
9/10/24	8:30-9:15	Coffee & Chat with Principal- CPI & Title 1 Information	Fossler	Goal 5, Objective 1
9/12/24	5:30-7:00	Title 1 Information & Open House	Fossler	Goal 5, Objective 1

Strengths

The school has successfully offered a wide variety of events throughout the year, many of which have incorporated academic content to keep parents engaged in their child's learning. These events have seen good attendance, with many parents actively participating in the opportunities provided. The school has also benefited from the involvement of some parent volunteers, who have contributed their time and energy to support school initiatives. The Parent Teacher Organization (PTO) has been particularly visible on campus, playing an important role in organizing and promoting events. Their consistent presence has helped foster a strong sense of community and encouraged increased participation from families. These efforts demonstrate the school's commitment to engaging parents and providing meaningful opportunities for them to connect with their child's educational experience.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.</p>	<p>Inconsistency of communication between school and home at the teacher level is not always happening.</p>
<p>2 ★</p> <p>There is a lack of community involvement within the campus during the school day.</p>	<p>There are not enough opportunities for parents to engage in during the school day (parent's volunteering during the day).</p>

★ = Priority

Technology

Summary

There is a growing need to enhance students' understanding and application of digital citizenship, including concepts such as respect, responsibility, and online safety. While students have increasing access to technology, this access must be paired with consistent expectations and accountability. Despite existing student agreements, devices—such as Chromebooks—are often misused, highlighting the need for stronger enforcement. To address this, the school will implement Technology Respect Agreements that clearly outline expectations for responsible device use. These agreements will be shared with both students and parents, with signatures required to ensure shared responsibility. Additionally, teachers will be supported in establishing consistent classroom monitoring procedures to uphold these expectations and promote ethical and effective use of digital tools. This effort is critical to preparing students for a tech-integrated world while fostering a safe and respectful digital learning environment.

Strengths

A key strength in the area of technology this year was the alignment of professional development to the actual needs of teachers. Technology trainings were purposefully designed around relevant topics that teachers had specifically identified as areas where they needed additional support. This responsive approach led to more meaningful and impactful learning experiences. Furthermore, the sessions were highly practical—trainings focused on tools and strategies that teachers could immediately implement in their classrooms, increasing both the relevance and return on investment of the time spent. As a result, teachers felt more confident integrating technology into their instruction, which contributed to improved student engagement and a stronger connection between digital tools and academic content. The accessibility and applicability of the training content played a critical role in supporting staff growth and advancing the school's instructional use of technology.

Problem Statements Identifying Technology Needs

Problem Statement

Root Cause


1



There is a growing need to teach students the principles of digital citizenship--such as respect, responsibility, and safety--while also promoting proper care and ethical use of technology tools.

Digital citizenship is only taught once during the school year.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student attendance has increased; however, reaching a 96% attendance rate remains a priority.

Communication between home and school is essential to reflect the school's investment in each student's success; however, we are seeing a need for a more clearly defined process for excessive absences need to be communicated.

2
★

With high campus enrollment, there has been a noticeable increase in the number of students requiring more specialized support, highlighting the need to ensure resources and structures are responsive to evolving student needs.

An increasing number of students enrolling at our campus require higher levels of special education service minutes, placing additional demands on our existing special education teachers and paraprofessionals and stretching current staffing capacity.

3
★

RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.

Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.

4
★

Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.

Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

5
★

Some students may struggle with demonstrating self-awareness in their behavior, which can impact both the classroom dynamic and campus culture.

Students need more guidance and skills on how to de-escalate situations, as they currently lack effective strategies for managing emotional triggers and resolving conflicts calmly.

6
★

Students show a need for further development of key social skills necessary for resolving conflicts, demonstrating respect, and collaborating effectively toward common objectives.

Restorative circle time does not provide enough focused intervention or practice opportunities for students to develop and apply skills in conflict management and respecting others.

7
★

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

8
★

First-year and new-to-campus teachers need mentor support from team or nearby grade-level teachers, guided by detailed, campus-specific plans. The mentor program should include all new-to-campus teachers and be tailored to CC Hardy's specific expectations, culture, and procedures--ensuring accountability and providing consistent, specific support for teacher success.

The current district-wide mentor program lacks campus-specific details.

9
★

While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and extension. Greater focus on consistent Tier 2 instruction and intentional

Small groups are not consistent in older grades.

10
★

Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i

Older grades do not have the knowledge to support struggling readers as younger grades do.

11
★

Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.

Inconsistency of communication between school and home at the teacher level is not always happening.

12



There is a lack of community involvement within the campus during the school day.

There are not enough opportunities for parents to engage in during the school day (parent's volunteering during the day).

13



There is a growing need to teach students the principles of digital citizenship--such as respect, responsibility, and safety--while also promoting proper care and ethical use of technology tools.

Digital citizenship is only taught once during the school year.

14



A school-wide flowchart was sent out to parents; however, parents are still unsure of the procedures of whom to communicate with in regards to specific needs.

A clear communication between all school personnel and clearly defined procedures are not clear

= 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) 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
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data



Goals

Goal 1

We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

Performance Objective 1 High Priority HB3 Goal

CC Hardy students will reach high academic standards, in the area of Reading Language Arts, Math, and Science with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments (3-5) and MAP end-of-year data for 2nd grade, for the 2025 - 2026 accountability year.

Evaluation Data Source: District created data trackers, Eduhporia

Strategy 1

Implementation of HQIM SAVAAS(RLA), Bluebonnet (Math), STEMscopes (Science) that will expose students to connected grade-level text that will increase vocabulary and background knowledge.

Strategy's Expected Result/Impact: Student Growth in EOUs and MAP.

Staff Responsible for Monitoring: RLA coaches
Teachers
Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 2

All K-2nd grade teachers will use both SAVAAS and Heggerty, including Bridge to Reading, to support students' growth in decoding, encoding, phonemic awareness.

Strategy's Expected Result/Impact: Higher growth in Tx-Kea and in MAP fluency for individual students

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1

Funding Sources: organizational materials 199 - General Fund, \$2,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Moderate Progress

October

Some Progress

January

March

May

Strategy 3 Targeted Support Strategy

Students in K and 1st grade will receive decodable books that align to their testing results from Tx-Kea and MAP fluency to help support their growth in reading.

Strategy's Expected Result/Impact: More students will show on-level reading prior to entering 2nd grade.

Staff Responsible for Monitoring: Teachers

Parents

Coaches

Administrators

Problem Statements: Student Achievement 1 - Family and Community Engagement 1

Funding Sources: Funds for purchases Just Right Readers- Take-Everywhere Literacy Packs for 1st grade students. 199 - General Fund, \$26,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 4 Targeted Support Strategy

Grade 4th-5th will receive tutorial support in the FALL for those that did not meet expectations on STAAR.

Strategy's Expected Result/Impact: Students will fill in gaps of skills/TEKs that they missed the previous year and meet their HB 1416 minutes.

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Funding for Teachers for After School Tutorials and Snacks. 211 - Title 1-A, \$3,000

Title I: 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

Considerable Progress

October

Moderate Progress

January

March

May

Strategy 5 **Targeted Support Strategy**

Students in 2nd & 3rd grade that are needing more support for foundational reading skills, will be provided with additional support through after-school tutorials in the Fall.

Strategy's Expected Result/Impact: Increase in foundational reading skills.

Staff Responsible for Monitoring: Teachers

Coaches

Administration.

Problem Statements: Student Achievement 1

Funding Sources: Tutorials for 8 weeks for teacher's time and snacks. 211 - Title 1-A, \$2,500

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

Strategy 6 **Targeted Support Strategy**

In the Spring, grades 3rd-5th Grade will be provided extra support in grade-level specific content through after-school tutorials.

Strategy's Expected Result/Impact: Increase in assessments, MAP scores, and STAAR scores.

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Teachers' time for tutorials and snacks. 211 - Title 1-A, \$4,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

No Progress

Some Progress

October

January

March

May

Strategy 7 **Targeted Support Strategy**

Implement MAP and TxKEA Growth Parties as a motivational strategy to recognize and celebrate students' progress toward their academic goals, fostering a culture of achievement, effort, and data-driven growth.

Strategy's Expected Result/Impact: Increase in student growth in MAP and TxKea

Staff Responsible for Monitoring: Teachers

Students

Administration

Problem Statements: Student Achievement 1

Funding Sources: Awards for meeting goals Campus Activity Fund, \$4,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

No Progress

October

January

March

May

Strategy 8 **Targeted Support Strategy**

All students will track their growth by at least tracking their MAP (1st-5th) and Tx-Kea & TEMI (Kindergarten) through data trackers, with a few teachers piloting their EOU data trackers.

Strategy's Expected Result/Impact: There will be an increase in growth and students taking ownership of their learning through goal setting and creating action plans to support their growth.

Staff Responsible for Monitoring: Teachers

Students

Administration

Problem Statements: Student Achievement 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 9 Targeted Support Strategy

Grade-leveled band coaches will be provided in order to ensure more support is given to teachers(K-2 math, K-2 reading, 3-5 math 3-5 reading, K-4th Science, 5th Science)

Strategy's Expected Result/Impact: Increase in Tier 1 instruction

Increase in TTESS

Increase in MAP/Tx-Kea/STAAR data

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2

Funding Sources: Coaches 211 - Title 1-A, \$180,400

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 10

All K-2nd grade teachers will use both Bluebonnet, Math Fluency, Hands-on Standards Kits to support building foundational skills in math.

Strategy's Expected Result/Impact: Higher growth in Tx-Kea and in MAP fluency for individual students

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Moderate Progress

October

Some Progress

January

March

May

Strategy 11 Targeted Support Strategy

Strategically reassign staff based on demonstrated strengths and lack of growth to ensure effective instruction and support student success.

Strategy's Expected Result/Impact: Growth in Achievement scores and growth in teacher knowledge/skills in their grade and/or subject taught.

Staff Responsible for Monitoring: Principal

Teachers

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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 2: Strategic Staffing

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 12 Targeted Support Strategy

Teachers will utilize the HQIM data protocols to create grouping for Reading, Math, and Science (5th Grade) to provide intentional interventions during the campus-wide intervention time with fidelity and intentionality.

Strategy's Expected Result/Impact: Students will increase their grade-level mastery of TEKS

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 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

Some Progress

October

Some Progress

January

March

May

Strategy 13

Utilization of Braining Camp as an online manipulative tool for all math teachers to use.

Strategy's Expected Result/Impact: Students moving toward the concrete to pictorial understanding of math concepts.

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Funding Sources: Braining Camp 199 - General Fund, \$500

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

October

Some Progress

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May

Strategy 14 Targeted Support Strategy

Students will receive individualized learning paths based on their MAP assessment data and teacher-created tasks, including targeted practice through IXL, to support growth in mastering grade-level standards.

Strategy's Expected Result/Impact: Increase in MAP data and EOUs.

Staff Responsible for Monitoring: Teachers

Administrators

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2

Funding Sources: IXL-Purchased by the district 199 - General Fund,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Moderate Progress

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.

Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.

2

Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.

Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in

Small groups are not consistent in older grades.

1

addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and extension. Greater focus on consistent Tier 2 instruction and intentional

2

Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i

Older grades do not have the knowledge to support struggling readers as younger grades do.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.

Inconsistency of communication between school and home at the teacher level is not always happening.

Performance Objective 2 High Priority HB3 Goal

By May 2026, the percentage of Kindergarten students that score on track on the TX-KEA for Vocabulary and Listening Comprehension from Wave 1 (BOY) to Wave 3 (EOY) will increase yearly for each cohort by 10%.

Evaluation Data Source: Tx-Kea

Strategy 1 Targeted Support Strategy

Students in K will receive decodable books (Just Right Readers) that align to their testing results from Tx-Kea to help support their growth in reading.

Strategy's Expected Result/Impact: More students will show on-level reading prior to entering 2nd grade.

Staff Responsible for Monitoring: Teachers
Parents
Coaches
Administrators

Problem Statements: Student Achievement 1 - Family and Community Engagement 1

Funding Sources: Funds for purchases Just Right Readers- Take-Everywhere Literacy Packs for students. 199 - General Fund,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Moderate Progress

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Strategy 2 Targeted Support Strategy

Grade-leveled band coaches will be provided in order to ensure more support is given to teachers(K-2 math, K-2 reading, 3-5 math 3-5 reading, K-4th Science, 5th Science)

Strategy's Expected Result/Impact: Increase in Tier 1 instruction
Increase in TTESS
Increase in MAP/Tx-Kea/STAAR data

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2

Funding Sources: coaches 211 - Title 1-A,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

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Strategy 3

All K-2nd grade teachers will use both SAVAAS and Heggerty, including Bridge to Reading, to support students' growth in decoding, encoding, phonemic awareness.

Strategy's Expected Result/Impact: Higher growth in Tx-Kea and in MAP fluency for individual students

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1

Funding Sources: organizational materials 199 - General Fund, \$2,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Moderate Progress

January

March

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>1 RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.</p>	<p>Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.</p>
<p>2 Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.</p>	<p>Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.</p>

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
<p>2 Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.</p>	<p>Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.</p>

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
<p>1 Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.</p>	<p>Inconsistency of communication between school and home at the teacher level is not always happening.</p>

Performance Objective 3 High Priority

The percentage of 1st grade through 5th Grade students who meet NWEA Map Growth measure in Reading and Math will increase by 15% by August 2027.

Strategy 1

Implementation of HQIM SAVAAS(RLA), Bluebonnet (Math), STEMscopes (Science) that will expose students to connected grade-level text that will increase vocabulary and background knowledge.

Strategy's Expected Result/Impact: Student Growth in EOUs and MAP.

Staff Responsible for Monitoring: RLA coaches
Teachers
Administration

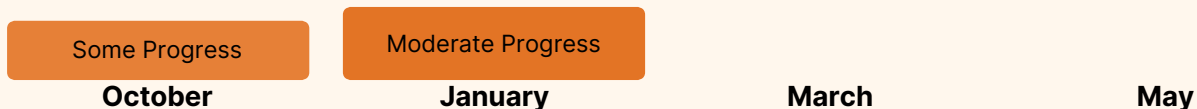
Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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

Formative Reviews



Strategy 2

All K-2nd grade teachers will use both SAVAAS and Heggerty, including Bridge to Reading, to support students' growth in decoding, encoding, phonemic awareness.

Strategy's Expected Result/Impact: Higher growth in Tx-Kea and in MAP fluency for individual students

Staff Responsible for Monitoring: Teachers
Coaches
Administration

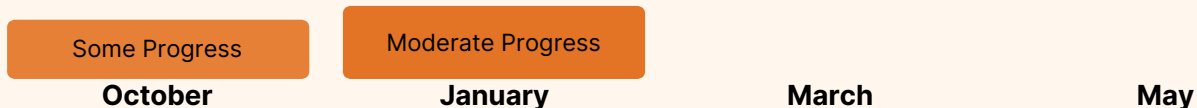
Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews



Strategy 3 Targeted Support Strategy

Students in K and 1st grade will receive decodable books that align to their testing results from Tx-Kea and MAP fluency to help support their growth in reading.

Strategy's Expected Result/Impact: More students will show on-level reading prior to entering 2nd grade.

Staff Responsible for Monitoring: Teachers
Parents
Coaches
Administrators

Problem Statements: Student Achievement 1 - Family and Community Engagement 1

Funding Sources: Funds for purchases Just Right Readers- Take-Everywhere Literacy Packs for students. 211 - Title 1-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Moderate Progress

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March

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Strategy 4 Targeted Support Strategy

Students in 2nd & 3rd grade that are needing more support for foundational reading skills, will be provided with additional support through after-school tutorials.

Strategy's Expected Result/Impact: Increase in foundational reading skills.

Staff Responsible for Monitoring: Teachers
Coaches
Administration.

Problem Statements: Student Achievement 1

Funding Sources: Tutorials for 8 weeks for teacher's time and snacks. 211 - Title 1-A,

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 5 Targeted Support Strategy

Implement MAP and TxKEA Growth Parties as a motivational strategy to recognize and celebrate students' progress toward their academic goals, fostering a culture of achievement, effort, and data-driven growth.

Strategy's Expected Result/Impact: Increase in student growth in MAP and TxKea

Staff Responsible for Monitoring: Teachers
Students
Administration

Problem Statements: Student Achievement 1

Funding Sources: Awards for meeting goals Campus Activity Fund,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

Some Progress

October

January

March

May

Strategy 6 Targeted Support Strategy

All students will track their growth by at least tracking their MAP (1st-5th) and Tx-Kea & TEMI (Kindergarten) through data trackers.

Strategy's Expected Result/Impact: There will be an increase in growth and students taking ownership of their learning through goal setting and creating action plans to support their growth.

Staff Responsible for Monitoring: Teachers
Students
Administration

Problem Statements: Student Achievement 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

Moderate Progress

October

January

March

May

Strategy 7 Targeted Support Strategy

Grade-leveled band coaches will be provided in order to ensure more support is given to

teachers(K-2 math, K-2 reading, 3-5 math 3-5 reading, K-4th Science, 5th Science)

Strategy's Expected Result/Impact: Increase in Tier 1 instruction

Increase in TTESS

Increase in MAP/Tx-Kea/STAAR data

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2

Funding Sources: Coaches 211 - Title 1-A,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 8

All K-2nd grade teachers will use both Bluebonnet, Math Fluency, Hands-on Standards Kits to support building foundational skills in math.

Strategy's Expected Result/Impact: Higher growth in Tx-Kea and in MAP fluency for individual students

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 9 Targeted Support Strategy

Grade 4th-5th will receive tutorial support in the FALL for those that did not meet expectations on STAAR.

Strategy's Expected Result/Impact: Students will fill in gaps of skills/TEKs that they missed the previous year and meet their HB 1416 minutes.

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Funding for Teachers for After School Tutorials and Snacks. 211 - Title 1-A,

Title I: 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

Considerable Progress

October

Moderate Progress

January

March

May

Strategy 10 Targeted Support Strategy

Implement MAP and TxKEA Growth Parties as a motivational strategy to recognize and celebrate students' progress toward their academic goals, fostering a culture of achievement, effort, and data-driven growth.

Strategy's Expected Result/Impact: Increase in student growth in MAP and TxKea

Staff Responsible for Monitoring: Teachers

Students

Administration

Problem Statements: Student Achievement 1

Funding Sources: Awards for meeting goals Campus Activity Fund,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

October

Some Progress

January

March

May

Strategy 11 Targeted Support Strategy

All students will track their growth by at least tracking their MAP (1st-5th) and Tx-Kea & TEMI (Kindergarten) through data trackers.

Strategy's Expected Result/Impact: There will be an increase in growth and students taking ownership of their learning through goal setting and creating action plans to support their growth.

Staff Responsible for Monitoring: Teachers
Students
Administration

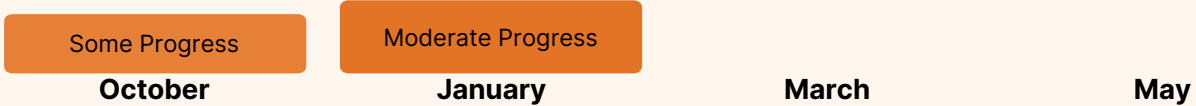
Problem Statements: Student Achievement 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews



Strategy 12 Targeted Support Strategy

Strategically reassign staff based on demonstrated strengths and lack of growth to ensure effective instruction and support student success.

Strategy's Expected Result/Impact: Growth in Achievement scores and growth in teacher knowledge/skills in their grade and/or subject taught.

Staff Responsible for Monitoring: Principal
Teachers

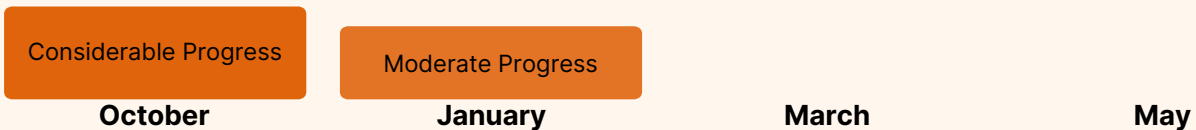
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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 2: Strategic Staffing

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.

Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.

2

Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.

Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and extension. Greater focus on consistent Tier 2 instruction and intentional

Small groups are not consistent in older grades.

Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more

Older grades do not have the knowledge to support struggling readers as younger grades do.

2

intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.

Inconsistency of communication between school and home at the teacher level is not always happening.

Performance Objective 4 High Priority HB3 Goal

Per HB3: The percentage of 3rd-grade students that score meets grade level expectations or above on the Reading STAAR will increase from 30% to 60% by August of 2027. * August of 2026- 50% * August of 2027- 60%

Evaluation Data Source: STAAR 2026 report.

Strategy 1

Implementation of HQIM SAVAAS, that will expose students to connected grade-level text that will increase vocabulary and background knowledge.

Strategy's Expected Result/Impact: Student Growth in EOUs and MAP.

Staff Responsible for Monitoring: RLA coaches
Teachers
Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 2 Targeted Support Strategy

Grade 4th-5th will receive tutorial support in the FALL for those that did not meet expectations on STAAR.

Strategy's Expected Result/Impact: Students will fill in gaps of skills/TEKs that they missed the previous year and meet their HB 1416 minutes.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Funding for Teachers for After School Tutorials and Snacks. 211 - Title 1-A,

Title I: 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

Considerable Progress

October

Moderate Progress

January

March

May

Strategy 3 Targeted Support Strategy

Grades 3rd-5th Grade will be provided extra support in grade-level specific content through after-school tutorials in the Spring.

Strategy's Expected Result/Impact: Increase in assessments, MAP scores, and STAAR scores.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Teachers' time for tutorials and snacks. 211 - Title 1-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

No Progress

October

Some Progress

January

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Strategy 4 Targeted Support Strategy

Implement MAP and TxKEA Growth Parties as a motivational strategy to recognize and celebrate students' progress toward their academic goals, fostering a culture of achievement, effort, and data-driven growth.

Strategy's Expected Result/Impact: Increase in student growth in MAP and TxKea

Staff Responsible for Monitoring: Teachers
Students
Administration

Problem Statements: Student Achievement 1

Funding Sources: Awards for meeting goals Campus Activity Fund, \$4,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

Some Progress

October

January

March

May

Strategy 5 Targeted Support Strategy

All students will track their growth by at least tracking their MAP growth data.

Strategy's Expected Result/Impact: There will be an increase in growth and students taking ownership of their learning through goal setting and creating action plans to support their growth.

Staff Responsible for Monitoring: Teachers
Students
Administration

Problem Statements: Student Achievement 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

Moderate Progress

October

January

March

May

Strategy 6 Targeted Support Strategy

Grade-levelled band coaches will be provided in order to ensure more support is given to teachers(K-2 math, K-2 reading, 3-5 math 3-5 reading, K-4th Science, 5th Science)

Strategy's Expected Result/Impact: Increase in Tier 1 instruction

Increase in TTESS

Increase in MAP/Tx-Kea/STAAR data

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2

Funding Sources: Coaches 211 - Title 1-A,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 7 Targeted Support Strategy

Strategically reassign staff based on demonstrated strengths and lack of growth to ensure effective instruction and support student success.

Strategy's Expected Result/Impact: Growth in Achievement scores and growth in teacher knowledge/skills in their grade and/or subject taught.

Staff Responsible for Monitoring: Principal
Teachers

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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 2: Strategic Staffing

Formative Reviews

Considerable Progress

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Considerable Progress

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Strategy 8 Targeted Support Strategy

Teachers will utilize the HQIM data protocols to create grouping for Reading to provide intentional interventions during the campus-wide intervention time with fidelity and intentionality.

Strategy's Expected Result/Impact: Students will increase their grade-level mastery of TEKs

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 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

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.

Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.

2

Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.

Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and extension. Greater focus on consistent Tier 2 instruction and intentional

Small groups are not consistent in older grades.

2

Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i

Older grades do not have the knowledge to support struggling readers as younger grades do.

Performance Objective 5 High Priority HB3 Goal

Per HB3, the percentage of 3rd grade student that score meets grade level expectations or above on the Math STAAR will increase from 27% to 60% by August of 2027.

Evaluation Data Source: End of Year STAAR report for Domain 1.

Strategy 1

Implementation of HQIM Bluebonnet (Math) that will expose students to connected grade-level text that will increase vocabulary and background knowledge.

Strategy's Expected Result/Impact: Student Growth in EOUs and MAP.

Staff Responsible for Monitoring: RLA coaches
Teachers
Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 2 Targeted Support Strategy

Grade-leveled band coaches will be provided in order to ensure more support is given to teachers(K-2 math, K-2 reading, 3-5 math 3-5 reading, K-4th Science, 5th Science)

Strategy's Expected Result/Impact: Increase in Tier 1 instruction

Increase in TTESS

Increase in MAP/Tx-Kea/STAAR data

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2

Funding Sources: Coaches 211 - Title 1-A,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 3

All K-2nd grade teachers will use both Bluebonnet, Math Fluency, Hands-on Standards Kits to support building foundational skills in math.

Strategy's Expected Result/Impact: Higher growth in Tx-Kea and in MAP fluency for individual students

Staff Responsible for Monitoring: Teachers

Coaches

Administration

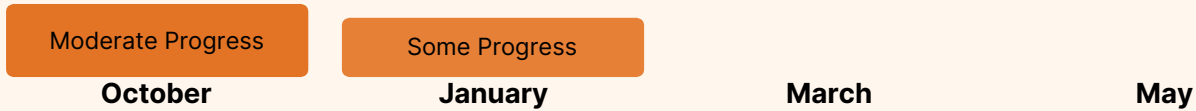
Problem Statements: Student Achievement 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews



Strategy 4 **Targeted Support Strategy**

Grade 4th-5th will receive tutorial support in the FALL for those that did not meet expectations on STAAR.

Strategy's Expected Result/Impact: Students will fill in gaps of skills/TEKs that they missed the previous year and meet their HB 1416 minutes.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1

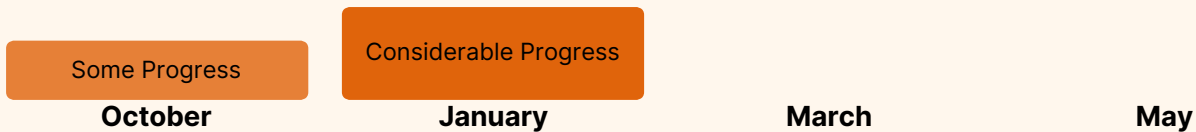
Funding Sources: Funding for Teachers for After School Tutorials and Snacks. 211 - Title 1-A,

Title I: 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



Strategy 5 **Targeted Support Strategy**

Implement MAP and TxKEA Growth Parties as a motivational strategy to recognize and celebrate students' progress toward their academic goals, fostering a culture of achievement, effort, and data-driven growth.

Strategy's Expected Result/Impact: Increase in student growth in MAP and TxKea

Staff Responsible for Monitoring: Teachers
Students
Administration

Problem Statements: Student Achievement 1

Funding Sources: Awards for meeting goals Campus Activity Fund,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

Moderate Progress

October

January

March

May

Strategy 6 Targeted Support Strategy

All students will track their growth by at least tracking their MAP (1st-5th) and Tx-Kea & TEMI (Kindergarten) through data trackers.

Strategy's Expected Result/Impact: There will be an increase in growth and students taking ownership of their learning through goal setting and creating action plans to support their growth.

Staff Responsible for Monitoring: Teachers
Students
Administration

Problem Statements: Student Achievement 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

Moderate Progress

October

January

March

May

Strategy 7 Targeted Support Strategy

Strategically reassign staff based on demonstrated strengths and lack of growth to ensure effective instruction and support student success.

Strategy's Expected Result/Impact: Growth in Achievement scores and growth in teacher knowledge/skills in their grade and/or subject taught.

Staff Responsible for Monitoring: Principal
Teachers

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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 2: Strategic Staffing

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 8 Targeted Support Strategy

Grades 3rd-5th Grade will be provided extra support in grade-level specific content through after-school tutorials in the Spring.

Strategy's Expected Result/Impact: Increase in assessments, MAP scores, and STAAR scores.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Teachers' time for tutorials and snacks. 211 - Title 1-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

No Progress

October

Some Progress

January

March

May

Strategy 9 Targeted Support Strategy

Students will receive individualized learning paths based on their MAP assessment data and teacher-created tasks, including targeted practice through IXL, to support growth in mastering grade-level standards.

Strategy's Expected Result/Impact: Increase in MAP data and EOUs.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2

Funding Sources: IXL-Purchased by the district 199 - General Fund,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.

Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.

2

Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.

Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

Performance Objective 5 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

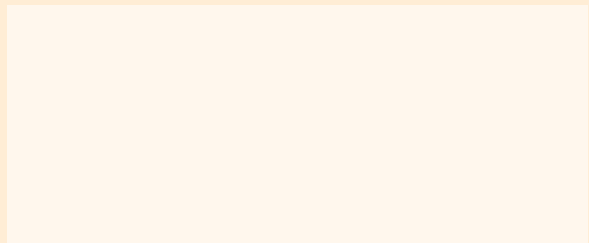
Root Cause

While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in

Small groups are not consistent in older grades.

1

addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and extension. Greater focus on consistent Tier 2 instruction and intentional



2

Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i

Older grades do not have the knowledge to support struggling readers as younger grades do.

Performance Objective 6 **High Priority**

100% of teachers will implement the materials consistently by October 2025, as measured by CTT rubrics and Curriculum walkthroughs.

Evaluation Data Source: Classroom walkthroughs using the HQIM observation form, as well as the Implementation Support Tool.

Strategy 1 **Targeted Support Strategy**

Minimum bi-monthly walkthroughs of each classroom focusing on HQIMs.

Strategy's Expected Result/Impact: Increase in Tier 1 instruction as measured by Classroom walkthrough forms.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Title I: 2.5.2

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

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

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Strategy 2 Targeted Support Strategy

Observation and feedback cycles will be used to support teacher growth and ensure Tier 1 instruction is delivered with fidelity and consistency.

Strategy's Expected Result/Impact: Increase in TTESS and observation/feedback

Staff Responsible for Monitoring: Coaches
Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 3 Targeted Support Strategy

Coaches and administration will attend collaboratives and ensure fidelity of the internalizing the lesson guide is utilized and provide support for clarity and understanding of the materials.

Strategy's Expected Result/Impact: Teachers will become more confident in the new curriculum that they are using and the administration and coaching team know what will be seen in classroom walkthroughs.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, 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

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>1 RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.</p>	<p>Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.</p>
<p>2 Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.</p>	<p>Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.</p>

Performance Objective 6 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
<p>1 First-year and new-to-campus teachers need mentor support from team or nearby grade-level teachers, guided by detailed, campus-specific plans. The mentor program should include all new-to-campus teachers and be tailored to CC Hardy's specific expectations, culture, and procedures--ensuring accountability and providing consistent, specific support for teacher success.</p>	<p>The current district-wide mentor program lacks campus-specific details.</p>
<p>2 Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.</p>	<p>Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.</p>

Performance Objective 7 High Priority

85% of teachers and leaders report high confidence in HQIM materials by the end of the school year, as measured by stakeholder survey.

Evaluation Data Source: Twice per school year (October and March) stakeholder survey will be conducted and data analyzed.

Strategy 1 Targeted Support Strategy

Teachers will utilize the internalizing the lesson protocol given in both SAVAAS and Bluebonnet to support understanding of HQIM.

Strategy's Expected Result/Impact: Increase in understanding of HQIMs

Staff Responsible for Monitoring: Teachers
Coaches
Administration

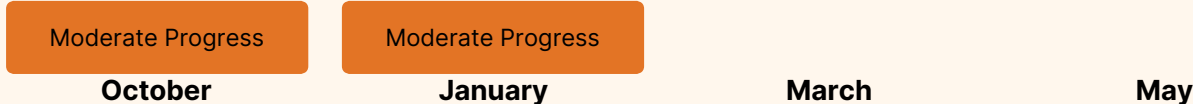
Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Targeted Support Strategy

Training will be provided by the district at the beginning of the year and implementation support given by coaches and administration throughout the year.

Strategy's Expected Result/Impact: Increase in Tier 1 instruction and student data.

Staff Responsible for Monitoring: Teachers
Coaches
Administration.

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

Title I:

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

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

Formative Reviews



Strategy 3  **Targeted Support Strategy**

Minimum bi-monthly walkthroughs of each classroom focusing on HQIMs.

Strategy's Expected Result/Impact: Increase in Tier 1 instruction as measured by Classroom walkthrough forms.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Title I: 2.5.2

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

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

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 7 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.

Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.

2

Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.

Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

Performance Objective 7 Problem Statements Identifying Staff Quality, Recruitment, and

Retention

Problem Statement

Root Cause

1

First-year and new-to-campus teachers need mentor support from team or nearby grade-level teachers, guided by detailed, campus-specific plans. The mentor program should include all new-to-campus teachers and be tailored to CC Hardy's specific expectations, culture, and procedures--ensuring accountability and providing consistent, specific support for teacher success.

The current district-wide mentor program lacks campus-specific details.

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Performance Objective 7 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i

Older grades do not have the knowledge to support struggling readers as younger grades do.

Performance Objective 8 High Priority

100% of Teachers use unit or lesson internalization protocols at least once weekly during planning time.

Evaluation Data Source: PLC observation forms.

Strategy 1 Targeted Support Strategy

PLC and collaborative planning time observations using the Collaborative Planning Protocols document and/or reviewing annotations in teacher materials to confirm lesson internalization will be conducted by coaches, administration, and district personnel and will be reviewed quarterly at campus leadership team meetings and district principal meetings.

Strategy's Expected Result/Impact: Increase in understanding of new instructional materials and in documentation from PLC meetings will show more usage and understanding of protocol. Along with an increase in Tier 1 instruction

Staff Responsible for Monitoring: Coaches
Administration
District Personnel

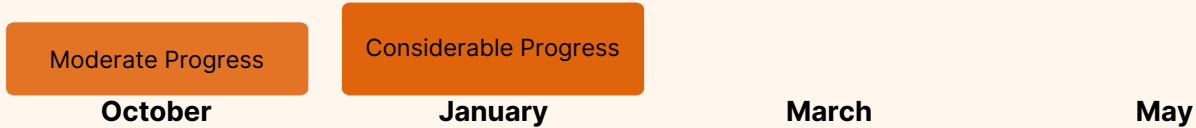
Problem Statements: Student Achievement 1, 2

Title I: 2.5.2

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

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

Formative Reviews



Strategy 2 Targeted Support Strategy

Observation and feedback cycles will be used to support teacher growth and ensure Tier 1 instruction is delivered with fidelity and consistency.

Strategy's Expected Result/Impact: Increase in TTESS and observation/feedback

Staff Responsible for Monitoring: Coaches
Administration

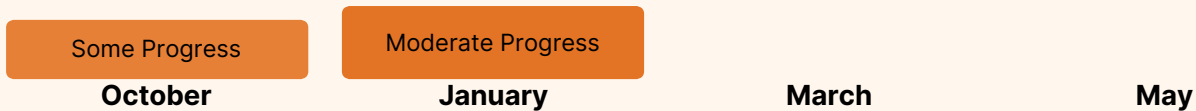
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews



Performance Objective 8 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>1 RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.</p>	<p>Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.</p>
<p>2 Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.</p>	<p>Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.</p>

Performance Objective 8 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
<p>1 First-year and new-to-campus teachers need mentor support from team or nearby grade-level teachers, guided by detailed, campus-specific plans. The mentor program should include all new-to-campus teachers and be tailored to CC Hardy's specific expectations, culture, and procedures--ensuring accountability and providing consistent, specific support for teacher success.</p>	<p>The current district-wide mentor program lacks campus-specific details.</p>
<p>2 Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.</p>	<p>Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.</p>

Performance Objective 9 High Priority

100% of students coded as a student receiving Special Education Support will increase their score by at least 5% by the end of June 2026, as show through the campus performance report on STAAR.

Strategy 1 Targeted Support Strategy

More intentional support with the addition of 2 more special education paraprofessionals and 1 more Inclusion Special Education Teacher.

Strategy's Expected Result/Impact: Growth in grade-level standards and STAAR results.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 2 Targeted Support Strategy

Grade 4th-5th will receive tutorial support in the FALL for those that did not meet expectations on STAAR.

Strategy's Expected Result/Impact: Students will fill in gaps of skills/TEKs that they missed the previous year and meet their HB 1416 minutes.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Funding for Teachers for After School Tutorials and Snacks. 211 - Title 1-A,

Title I: 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

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 3 Targeted Support Strategy

Students in 2nd & 3rd grade that are needing more support for foundational reading skills, will be provided with additional support through after-school tutorials in the Fall.

Strategy's Expected Result/Impact: Increase in foundational reading skills.

Staff Responsible for Monitoring: Teachers
Coaches
Administration.

Problem Statements: Student Achievement 1

Funding Sources: Tutorials for 8 weeks for teacher's time and snacks. 211 - Title 1-A,

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 4 Targeted Support Strategy

All students will track their growth by at least tracking their MAP (1st-5th) and Tx-Kea & TEMI (Kindergarten) through data trackers.

Strategy's Expected Result/Impact: There will be an increase in growth and students taking ownership of their learning through goal setting and creating action plans to support their growth.

Staff Responsible for Monitoring: Teachers
Students
Administration

Problem Statements: Student Achievement 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 5 Targeted Support Strategy

Strategically reassign staff based on demonstrated strengths and lack of growth to ensure effective instruction and support student success.

Strategy's Expected Result/Impact: Growth in Achievement scores and growth in teacher knowledge/skills in their grade and/or subject taught.

Staff Responsible for Monitoring: Principal
Teachers

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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 2: Strategic Staffing

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 6 Targeted Support Strategy

Teachers will utilize the HQIM data protocols to create grouping for Reading, Math, and Science (5th Grade) to provide intentional interventions during the campus-wide intervention time with fidelity and intentionality.

Strategy's Expected Result/Impact: Students will increase their grade-level mastery of TEKS

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 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

Some Progress

October

Moderate Progress

January

March

May

Strategy 7 Targeted Support Strategy

Special education inclusion teachers will utilize Moby Max and IXL to support students where they are and bridge the academic gap.

Strategy's Expected Result/Impact: Students will demonstrate growth in skills aligned to previous grade-level standards that they have not yet mastered.

Staff Responsible for Monitoring: Special education inclusion teachers
Administration

Problem Statements: Demographics 2 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2

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

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 9 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

With high campus enrollment, there has been a noticeable increase in the number of students requiring more specialized support, highlighting the need to ensure resources and structures are responsive to evolving student needs.

An increasing number of students enrolling at our campus require higher levels of special education service minutes, placing additional demands on our existing special education teachers and paraprofessionals and stretching current staffing capacity.

Performance Objective 9 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.

Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.

2

Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to

Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

Performance Objective 9 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
<p>1 While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and extension. Greater focus on consistent Tier 2 instruction and intentional</p>	<p>Small groups are not consistent in older grades.</p>
<p>2 Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i</p>	<p>Older grades do not have the knowledge to support struggling readers as younger grades do.</p>

Performance Objective 10 High Priority

100% of students will engage with grade-level content from HQIMs and build familiarity with embedded routines and strategies.

Evaluation Data Source: Classroom walkthroughs using the district walkthrough form, observation form or the Implementation Support Tool

Strategy 1 Targeted Support Strategy

Minimum bi-monthly walkthroughs of each classroom will be conducted and feedback will be given to teacher to support growth.

Strategy's Expected Result/Impact: Student engagement will increase, along with assessment data.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2

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

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 10 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>1 RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.</p>	<p>Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.</p>
<p>2 Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.</p>	<p>Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.</p>

Performance Objective 10 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
<p>2 Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i</p>	<p>Older grades do not have the knowledge to support struggling readers as younger grades do.</p>

Performance Objective 11 High Priority

By May 2026, all students will demonstrate growth in English language proficiency by improving in at least two domains on the TELPAS assessment

Evaluation Data Source: TELPAS report from TEA

Strategy 1

The campus will host a Title III Parent Night to explain program offerings and provide families with strategies to support their children’s language acquisition at home.

Strategy's Expected Result/Impact: Parent's understanding of the ESL/Bilingual Program

Staff Responsible for Monitoring: Teachers

Administration

District Bilingual Coordinator

Problem Statements: Student Achievement 1, 2

Funding Sources: Resources for the night Title III - Bilingual/ESL,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

Some Progress

October

January

March

May

Strategy 2

Students will use IXL to practice TELPAS-aligned questions that support growth across the four language domains: listening, speaking, reading, and writing.

Strategy's Expected Result/Impact: Increase in TELPAS scores

Staff Responsible for Monitoring: Teachers

Administrators

Problem Statements: Student Achievement 1

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

Some Progress

October

January

March

May

Strategy 3 Targeted Support Strategy

A team of bilingual teachers will attend the Title III Symposium in San Antonio to gain strategies for enhancing student learning. Upon their return, they will share their learning and provide professional development to their peers.

Strategy's Expected Result/Impact: Increase in Teacher's skills in teaching bilingual students.

Staff Responsible for Monitoring: Bilingual Coordinator
Teachers

Problem Statements: Demographics 2 - Student Achievement 1

Funding Sources: Monies to pay for the conference Title III - Bilingual/ESL,

Title I: 2.5.1, 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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Strategy 4 Targeted Support Strategy

A TELPAS Bootcamp will be held in July to equip bilingual teachers with strategies and tools to effectively support student growth in English language proficiency.

Strategy's Expected Result/Impact: Increase in teacher's understanding of how to grow students in the English Language proficiency.

Staff Responsible for Monitoring: Bilingual Coordinator
Teachers
Administration

Problem Statements: Demographics 2 - Student Achievement 1

Title I: 2.5.1, 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

Moderate Progress

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Strategy 5

Teachers will participate in Region 6 Title III training to deepen their understanding of effective practices for supporting English learners and enhancing language development.

Strategy's Expected Result/Impact: Increase TELPAS results.

Staff Responsible for Monitoring: Bilingual Coordinator
Teachers
Administration

Problem Statements: Demographics 2 - Student Achievement 1

Funding Sources: Funding for Region 6 Training Title III - Bilingual/ESL,

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

Moderate Progress

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Strategy 6 Targeted Support Strategy

Bilingual teachers will implement a new phonics program, Benchmark Spanish - Taller de Fonética, to strengthen foundational literacy skills in Spanish for emergent bilingual students.

Strategy's Expected Result/Impact: Increase MAP fluency in Spanish, increase students decoding and encoding skills, and show greater growth in reading levels and MAP reading assessments.

Staff Responsible for Monitoring: Teachers
Administration

Problem Statements: Demographics 2 - Student Achievement 1

Funding Sources: Funding for purchase of program Title III - Bilingual/ESL,

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 11 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
2	With high campus enrollment, there has been a noticeable increase in the number of students requiring more specialized support, highlighting the need to ensure resources and structures are responsive to evolving student needs.	An increasing number of students enrolling at our campus require higher levels of special education service minutes, placing additional demands on our existing special education teachers and paraprofessionals and stretching current staffing capacity.

Performance Objective 11 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause	
1	RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.	Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.
2	Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.	Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

Performance Objective 12 High Priority

By May 2026, Hardy Elementary will achieve an overall student attendance rate of 96% or higher.

Evaluation Data Source: Attendance monitoring spreadsheet and end-of-year totals from TEAMs.

Strategy 1

Communication in regards students' absences will be done via 3 days letter, teacher phone call, parent conference to create an action plan at 5 days, and utilization of GOAL program for specified students with excessive absences.

Strategy's Expected Result/Impact: Parents will have communication in regards to the status of the child's attendance and we will see an increase and student's attendance.

Staff Responsible for Monitoring: Teachers

Registrar

Principals

Problem Statements: Demographics 1 - Family and Community Engagement 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

To support improved attendance, the campus will implement positive reinforcement strategies, including ATTEND parties, individual monthly recognition and incentives, and grade-level competitions with rewards.

Strategy's Expected Result/Impact: Increase student attendance

Staff Responsible for Monitoring: Teachers

Principals

Problem Statements: Demographics 1

Funding Sources: Purchases for awards 199 - General Fund, \$4,000

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Performance Objective 12 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student attendance has increased; however, reaching a 96% attendance rate remains a priority.

Communication between home and school is essential to reflect the school's investment in each student's success; however, we are seeing a need for a more clearly defined process for excessive absences need to be communicated.

Performance Objective 12 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.

Inconsistency of communication between school and home at the teacher level is not always happening.

Performance Objective 13 High Priority

By May 2026, the campus will reduce student discipline referrals related to aggression, disrespect, classroom disruption, and fighting by at least 30% compared to the 2024-2025 school year baseline, as measured by documented referrals in the district's discipline reporting system.

Evaluation Data Source: discipline report in district collection platform (TEAMs)

Strategy 1

Tier 1: Universal (All Students) intervention: Utilizing the district expectations (e.g., Be Respectful, Be Responsible, Be Safe); * Staff will apply expectations consistently across settings: classrooms, hallways, cafeteria, restrooms, buses * Expectations will be taught Through Explicit Lessons in the first 20 days. * Classroom respect agreements will be created to establish norms for the classroom climate. * Teachers will create classroom management plans that include (Procedures, routines, positive behavior supports) * Teachers will be trained on Leveled behaviors and what to do when a student isn't follow campus expectations * Schedule monthly or quarterly schoolwide behavior lessons through guidance lessons. * Teachers will use role-playing, videos, and modeling to demonstrate expected vs. unexpected behaviors. * Incorporate Expectations in Code of Conduct Language * Revise language to reflect proactive teaching rather than punitive language. * Schoolwide Positive Reinforcement System * Implement a system (e.g., PBIS tickets, ClassDojo points, "Wildkat Wow") to reinforce appropriate behavior. * Tie reinforcements to school values (e.g., monthly incentives, grade-level celebrations). * Data-Driven Decision Making: Review discipline data (referral trends, hot spots) monthly with staff and use data to adjust instruction and support.

Strategy's Expected Result/Impact: Increase in Wildkat Wows, students receiving behavior parties, and decrease in discipline referrals.

Staff Responsible for Monitoring: All Staff

Problem Statements: School Culture and Climate 1, 2

Funding Sources: Incentives for Tier 1 intervention. 199 - General Fund, \$5,000

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Moderate Progress

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Strategy 2

Tier 2: Targeted (Some Students): Provide targeted interventions for students needing additional support. * Small Group Social-Emotional or Behavior Skills Instruction through Intervention time. * Create pull-out or push-in groups focused on anger management, self-regulation, or conflict resolution (Behavior Academies with staff) * Check-In/Check-Out System (CICO) * Assign a mentor or staff member to monitor and encourage daily goal-setting for behavior. * Behavior Support Plans: For students with repeated Tier 1 infractions, develop plans with specific behavior goals, rewards, and consequences. * Restorative Practices Integration: Embed restorative conversations, circles, or mediation in the discipline process to rebuild relationships and ownership.

Strategy's Expected Result/Impact: Increase in student social skills and decrease in office referrals

Staff Responsible for Monitoring: Teachers

Counselors

Behavior Para

Problem Statements: School Culture and Climate 1, 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Moderate Progress

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Strategy 3

Tier 3: Intensive (Few Students): Provide individualized, intensive behavior support. * Crisis Prevention and De-escalation Protocols * Train staff in CPI or similar de-escalation techniques. * Include clear steps in the Code of Conduct for handling crisis-level behavior (while maintaining

student dignity). * Timed check-ins throughout the day from behavior para and staff. * Daily review of skills in the am and pm- review behavior contract * Referral to outside support from counselor (CareSoliance)

Strategy's Expected Result/Impact: Increase in student social-emotional growth and meeting daily goals.

Staff Responsible for Monitoring: Teachers
Behavior Para
Principals

Problem Statements: School Culture and Climate 1, 2

Funding Sources: Incentives 199 - General Fund, \$1,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Moderate Progress

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Strategy 4

Ongoing Support and Monitoring * Staff Professional Development: Provide ongoing PD in trauma-informed practices, restorative discipline, and classroom management. * Using Student leaders to share their voice and give ideas to support improvement. * Monthly Behavior Coalition Meetings to analyze data * Monthly Behavior Briefs during faculty meetings or staff development.

Strategy's Expected Result/Impact: Growth for teacher's understanding of supporting students and students having more ownership of the campus culture.

Staff Responsible for Monitoring: Teachers
Counselor
Principals
Behavior Paras
District Behavior Coordinator/District Guidance Counselor Coordinator.

Problem Statements: School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Moderate Progress

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Performance Objective 13 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Some students may struggle with demonstrating self-awareness in their behavior, which can impact both the classroom dynamic and campus culture.	Students need more guidance and skills on how to de-escalate situations, as they currently lack effective strategies for managing emotional triggers and resolving conflicts calmly.
2 Students show a need for further development of key social skills necessary for resolving conflicts, demonstrating respect, and collaborating effectively toward common objectives.	Restorative circle time does not provide enough focused intervention or practice opportunities for students to develop and apply skills in conflict management and respecting others.

Performance Objective 13 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
2 Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.	Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Performance Objective 14

By May 2026, 100% of staff and students will contribute to a safe learning environment by consistently following established safety, behavior, and maintenance protocols, as measured by safety drill logs, discipline data, and monthly facility reports.

Evaluation Data Source: safety drill logs, discipline data, and monthly facility reports.

Strategy 1

Clear Safety and Maintenance Protocol: * Emergency procedures: Documented and practiced routines for fire, severe weather, active shooter, or evacuation scenarios. * Health protocols: Procedures for illness, hygiene, and injury. * Facility maintenance: Regular inspections, prompt repairs, clean classrooms, safe playgrounds, and pest control. * Reporting systems: Clear processes for staff and students to report hazards, broken equipment, or safety concerns.

Strategy's Expected Result/Impact: Increase in awareness of protocols and to ensure safety of campus

Staff Responsible for Monitoring: All staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 2

Safe Learning Environment: * Physical safety: Secure campus access, monitored entrances, emergency drills (fire, lockdown, etc.), and supervision. * Emotional and psychological safety: Ensuring all protocols are followed: Suicide outcry, threat assessments, and bullying investigations. * Behavioral safety: Clear behavior expectations and consistent discipline policies that prevent disruptions or harm.

Strategy's Expected Result/Impact: Increase in the overall feel of a safe learning environment as measured by surveys.

Staff Responsible for Monitoring: Teachers
Counselors
Principals

Problem Statements: School Culture and Climate 2 - Family and Community Engagement 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

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Performance Objective 14 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

Students show a need for further development of key social skills necessary for resolving conflicts, demonstrating respect, and collaborating effectively toward common objectives.

Restorative circle time does not provide enough focused intervention or practice opportunities for students to develop and apply skills in conflict management and respecting others.

Performance Objective 14 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.

Inconsistency of communication between school and home at the teacher level is not always happening.

Performance Objective 15 **High Priority**

By May 2026, the percentage of Kindergarten students that score average or above from the BOY to the EOY on the TEMI assessment will increase yearly for each cohort by 5%.

Evaluation Data Source: EOY TEMI Results

Strategy 1

Implementation of HQIM SAVAAS(RLA), Bluebonnet (Math), STEMscopes (Science) that will expose students to connected grade-level text that will increase vocabulary and background knowledge.

Strategy's Expected Result/Impact: Student Growth in EOUs and MAP.

Staff Responsible for Monitoring: RLA coaches
Teachers
Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 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

Formative Reviews

Some Progress

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Strategy 2 Targeted Support Strategy

Implement MAP and TxKEA Growth Parties as a motivational strategy to recognize and celebrate students' progress toward their academic goals, fostering a culture of achievement, effort, and data-driven growth.

Strategy's Expected Result/Impact: Increase in student growth in MAP and TxKea

Staff Responsible for Monitoring: Teachers
Students
Administration

Problem Statements: Student Achievement 1

Funding Sources: Awards for meeting goals Campus Activity Fund, \$4,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3 Targeted Support Strategy

All students will track their growth by at least tracking their MAP (1st-5th) and Tx-Kea & TEMI (Kindergarten) through data trackers, with a few teachers piloting their EOU data trackers.

Strategy's Expected Result/Impact: There will be an increase in growth and students taking ownership of their learning through goal setting and creating action plans to support their growth.

Staff Responsible for Monitoring: Teachers
Students
Administration

Problem Statements: Student Achievement 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 4 Targeted Support Strategy

Grade-leveled band coaches will be provided in order to ensure more support is given to teachers(K-2 math, K-2 reading, 3-5 math 3-5 reading, K-4th Science, 5th Science)

Strategy's Expected Result/Impact: Increase in Tier 1 instruction

Increase in TTESS

Increase in MAP/Tx-Kea/STAAR data

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2

Funding Sources: Coaches 211 - Title 1-A, \$180,400

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 5

All K-2nd grade teachers will use both Bluebonnet, Math Fluency, Hands-on Standards Kits to support building foundational skills in math.

Strategy's Expected Result/Impact: Higher growth in Tx-Kea and in MAP fluency for individual students

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Problem Statements: Student Achievement 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 6 Targeted Support Strategy

Teachers will utilize the HQIM data protocols to create grouping for Reading, Math, and Science (5th Grade) to provide intentional interventions during the campus-wide intervention time with fidelity and intentionality.

Strategy's Expected Result/Impact: Students will increase their grade-level mastery of TEKs

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 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

Some Progress

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Strategy 7

Utilization of Braining Camp as an online manipulative tool for all math teachers to use.

Strategy's Expected Result/Impact: Students moving toward the concrete to pictorial understanding of math concepts.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Funding Sources: Braining Camp 199 - General Fund,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

Some Progress

Performance Objective 15 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.

Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.

2

Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.

Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.

Performance Objective 15 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Performance Objective 15 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and

Small groups are not consistent in older grades.

extension. Greater focus on consistent Tier 2 instruction and intentional

2

Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i

Older grades do not have the knowledge to support struggling readers as younger grades do.

Performance Objective 16

Through the use of Behavior coalition, 100% of classroom teachers will establish norms for classroom climate, routines, and procedures that allow for productive struggle by the end of the 2025-2026 school year.

Evaluation Data Source: Behavior Coalition Agendas, Behavior data, teacher walkthroughs and observation.

Strategy 1

Behavior coalition will look at data to discuss use of PBIS rotations, discipline referrals, and utilization of DoJo for positive reinforcement.

Strategy's Expected Result/Impact: Decrease in disciplinary referrals.

Staff Responsible for Monitoring: Administration, Counselor, TEachers

Problem Statements: School Culture and Climate 1, 2

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 16 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
<p>1 Some students may struggle with demonstrating self-awareness in their behavior, which can impact both the classroom dynamic and campus culture.</p>	<p>Students need more guidance and skills on how to de-escalate situations, as they currently lack effective strategies for managing emotional triggers and resolving conflicts calmly.</p>
<p>2 Students show a need for further development of key social skills necessary for resolving conflicts, demonstrating respect, and collaborating effectively toward common objectives.</p>	<p>Restorative circle time does not provide enough focused intervention or practice opportunities for students to develop and apply skills in conflict management and respecting others.</p>

Goal 2

We will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

Performance Objective 1 High Priority

By May 2026, CC Hardy Elementary will increase the number of TIA-eligible teachers from 0 to at least 4 by identifying qualifying candidates, supporting them in collecting necessary evidence--including student growth measures and teacher observation data--and completing all Texas Incentive Allotment (TIA) designation submission requirements.

Evaluation Data Source: MAP quintile reports for teacher growth, Observation and Walkthrough information (all through GroweLab Program)

Strategy 1

Administrators will attend TIA Calibration by Region VI - July 24th.

Strategy's Expected Result/Impact: Understanding of TIA expectations for administrators

Staff Responsible for Monitoring: District
Region 6
Administration

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

The district will provide in-service training to all staff on the Texas Incentive Allotment (TIA) framework, including distribution of the official TIA Field Guide and a clear explanation of all designation components (student growth, teacher observations, and stakeholder surveys). Administrators will emphasize the importance of the Texas Tech Buy-In Survey, which must be completed by all teachers to ensure valid participation. The district will host quarterly TIA Zoom meetings for all eligible teachers to offer updates, guidance, and address questions. In addition, all eligible teachers will complete a district-level TIA progress survey each quarter to monitor readiness, identify needs, and maintain momentum toward designation.

Strategy's Expected Result/Impact: Increase in understanding of TIA

Staff Responsible for Monitoring: District
Administrators
Teachers

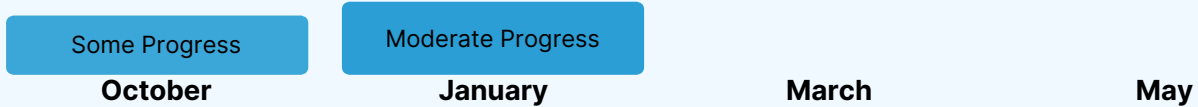
Problem Statements: Staff Quality, Recruitment, and Retention 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Strategy 3

Strengthen Instructional Leadership through Calibration and Data Review All campus administrators will be paired with a calibration partner from a neighboring school to promote inter-rater reliability and consistent observation practices. Each administrator pair will complete one formal calibration activity per semester using authentic classroom observation data. Additionally, campus administration will review walkthrough data quarterly, focusing specifically on Domains 2 (Instruction) and 3 (Learning Environment), alongside student growth data, to identify instructional trends and inform targeted teacher support.

Strategy's Expected Result/Impact: Ensuring growth for staff in domains 2 & 3 and ensuring administration in aligned in TTESS rubric in both domains.

Staff Responsible for Monitoring: District
Administration

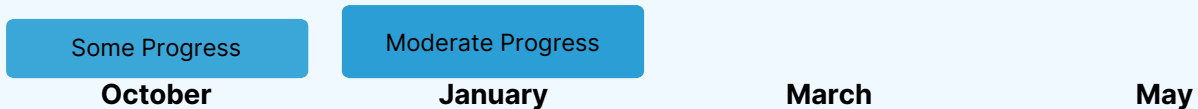
Problem Statements: Staff Quality, Recruitment, and Retention 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause	
<p>2</p>	<p>Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.</p>	<p>Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.</p>

Performance Objective 2

By May 2026, the campus will hold at least four CEIC (Campus Educational Improvement Council) meetings to ensure financial transparency is regularly communicated and to monitor and discuss progress toward campus improvement plan (CIP) goals, fostering shared ownership and accountability among stakeholders.

Evaluation Data Source: Plan4learning report and sign-in sheets.

Strategy 1

Members of the community and staff will be included in invitations for our quarterly checks to ensure all stakeholders are represented to discuss the finances and growth towards improvement goals.

Strategy's Expected Result/Impact: Transparency of finances and academic impact

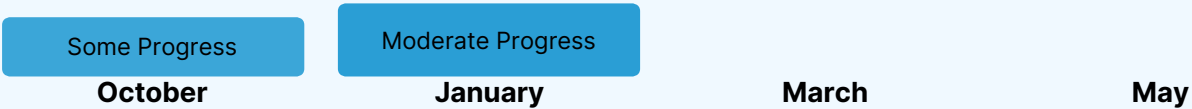
Staff Responsible for Monitoring: Administrators
 Staff
 Parents
 Community Members

Problem Statements: Family and Community Engagement 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.	Inconsistency of communication between school and home at the teacher level is not always happening.
2	There is a lack of community involvement within the campus during the school day.	There are not enough opportunities for parents to engage in during the school day (parent's volunteering during the day).

Performance Objective 3

By the end of June 2026, CC Hardy Elementary will retain over 80% of its staff by fostering a supportive work environment focused on collaboration, recognition, and professional growth opportunities.

Evaluation Data Source: Resignation percentage at the end of the year

Strategy 1

Develop and launch a new teacher and staff mentorship program designed to address both individual educator needs and campus-wide priorities. Each new staff member will be paired with a trained mentor who provides regular support in areas such as instructional planning, classroom management, and school culture. The program will include ongoing check-ins, goal setting, and feedback cycles to ensure alignment with campus expectations and support the successful integration and retention of new team members.

Strategy's Expected Result/Impact: Increase retention rate of new staff members

Staff Responsible for Monitoring: Mentor Teachers
Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

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Strategy 2

Design and implement a specialized professional development (PD) plan based on teacher feedback, classroom data, and observation trends. PD offerings will be differentiated by content area, experience level, and instructional goals, ensuring relevance and immediate classroom application. Teachers will have opportunities to engage in choice-based sessions, coaching cycles, and collaborative planning, with regular follow-ups to monitor impact on instructional practice and student outcomes.

Strategy's Expected Result/Impact: Increase in retention rate, teacher's evaluations on T-TESS.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Funding Sources: Trainings that are based on need 199 - General Fund, \$5,000

Title I:

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 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

First-year and new-to-campus teachers need mentor support from team or nearby grade-level teachers, guided by detailed, campus-specific plans. The mentor program should include all new-to-campus teachers and be tailored to CC Hardy's specific expectations, culture, and procedures--ensuring accountability and providing consistent, specific support for teacher success.

The current district-wide mentor program lacks campus-specific details.

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Development

Goal 3

We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive district culture, and promoting staff and student growth.

Performance Objective 1 High Priority

By May 2026, 100% of instructional staff at CC Hardy Elementary will participate in aligned professional development that supports the implementation of High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS).

Evaluation Data Source: PLCs, walkthroughs, sign-in sheets form training, internalizing the lesson protocol

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Strengthen PLC Structures for Instructional Alignment: * Twice a week PLC meetings will focus on internalizing the lesson plans and aligning instruction to HQIM and RBIS. * Teams will use internalizing the lesson protocols during PLCs to ensure deep understanding and implementation of instructional materials. * Assigned instructional coaches/admin to support and monitor PLCs using a fidelity checklist. * Evidence will be monitored through: PLC agendas and minutes, Internalization protocols, Student work samples and formative data

Strategy's Expected Result/Impact: Increase in teacher understanding of new materials and see more students showing approaches, meets, and masters in their EOUs.

Staff Responsible for Monitoring: Teachers
Coaches
Administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2

Title I: 2.5.1, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy

Use Walkthrough Data to Drive Targeted Support: * Conduct regular instructional walkthroughs

using a campus-aligned look-for tool based on HQIM and RBIS practices. * Analyze data monthly to identify instructional trends and areas of need. * Provide real-time feedback and adjust PD offerings based on walkthrough trends.

Strategy's Expected Result/Impact: Increase in teacher's understanding of the new curriculum and support for teacher growth

Staff Responsible for Monitoring: Coaches
Administrators

Problem Statements: Staff Quality, Recruitment, and Retention 2

Title I:

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

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Monitor PD Participation and Follow-Through: * Track sign-in sheets and agendas for all HQIM- and RBIS-related professional development sessions. * Conduct follow-up observations to assess the implementation of PD in classrooms. * Schedule reflection meetings or surveys post-training to assess effectiveness and next steps.

Strategy's Expected Result/Impact: Increase in usage of PDs and understanding of curriculum

Staff Responsible for Monitoring: Coaches
Administrators

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Title I:

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

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>1 RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.</p>	<p>Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.</p>
<p>2 Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.</p>	<p>Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.</p>

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
<p>1 First-year and new-to-campus teachers need mentor support from team or nearby grade-level teachers, guided by detailed, campus-specific plans. The mentor program should include all new-to-campus teachers and be tailored to CC Hardy's specific expectations, culture, and procedures--ensuring accountability and providing consistent, specific support for teacher success.</p>	<p>The current district-wide mentor program lacks campus-specific details.</p>
<p>2 Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.</p>	<p>Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.</p>

Performance Objective 2 High Priority

By May 2026, 100% of coaches and administrators at CC Hardy Elementary will complete targeted professional development on the Effective Schools Framework (ESF) and Texas Instructional Leadership (TIL). They will apply this learning through regular coaching cycles, instructional leadership practices, and

data-driven decision-making to improve teacher effectiveness and student achievement.

Evaluation Data Source: Calendars for walkthroughs, agendas for leadership meetings, tiered teacher tracking on support given

Strategy 1 Targeted Support Strategy

Coaching Cycles Aligned with ESF and TIL: * Implement regular coaching cycles where coaches and administrators collaboratively plan, observe, and provide feedback to teachers using ESF and TIL frameworks. * Use data from walkthroughs and observations to target areas aligned to ESF levers and instructional leadership practices. * Document coaching goals, observations, and progress notes in a shared system.

Strategy's Expected Result/Impact: Increase in leadership understanding of observation and feedback along with teacher growth.

Staff Responsible for Monitoring: Coaches
Administrators

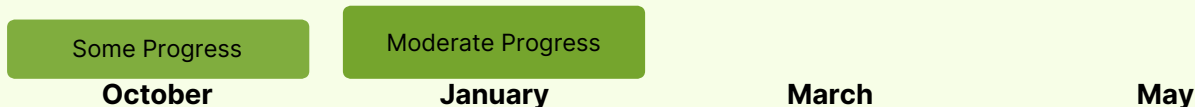
Problem Statements: Staff Quality, Recruitment, and Retention 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2 Targeted Support Strategy

Data-Driven Instructional Leadership: * Train coaches and administrators to analyze student achievement and walkthrough data to identify trends and adjust instructional strategies. * Hold weekly leadership team meetings to review ESF and TIL implementation progress and plan next steps. * Encourage reflection on leadership practices aligned to ESF and TIL competencies.

Strategy's Expected Result/Impact: Increase in ESF implementation, teacher support and student growth

Staff Responsible for Monitoring: Coaches
Administration

Problem Statements: Staff Quality, Recruitment, and Retention 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Performance Objective 3 High Priority

By May 2026, CC Hardy Elementary will establish a career mentor program across all grade levels that engages staff, students, and community members to promote career awareness and student goal-setting. The program will include structured mentoring opportunities, classroom presentations, and career exploration activities to ensure that 100% of students participate in at least one mentoring or career-related experience annually.

Evaluation Data Source: Events calendar, mentor sign-in, Monday Career information on EQ slides.

Strategy 1

Identify and Recruit Mentors: * Partner with local businesses, alumni, parents, and community organizations to recruit a diverse pool of mentors. * Use staff expertise and interests to match them with grade-appropriate mentorship activities. * Provide orientation and guidelines for mentors to ensure consistency and purpose.

Strategy's Expected Result/Impact: Increase in community involvement and student connection to mentor and careers

Staff Responsible for Monitoring: Teachers

Counselor

Administration

Problem Statements: Demographics 1 - School Culture and Climate 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Integrate Career Exploration into the School Calendar: Career Day and Monday College and Career Highlights

Strategy's Expected Result/Impact: Students will be exposed to the various career opportunities that they can have.

Staff Responsible for Monitoring: Counselor
Administration
Teachers

Problem Statements: Demographics 2 - Student Achievement 1, 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student attendance has increased; however, reaching a 96% attendance rate remains a priority.

Communication between home and school is essential to reflect the school's investment in each student's success; however, we are seeing a need for a more clearly defined process for excessive absences need to be communicated.

2

With high campus enrollment, there has been a noticeable increase in the number of students requiring more specialized support, highlighting the need to ensure resources and structures are responsive to evolving student needs.

An increasing number of students enrolling at our campus require higher levels of special education service minutes, placing additional demands on our existing special education teachers and paraprofessionals and stretching current staffing capacity.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause	
1	<p>RLA: Students of CC Hardy struggle in the areas of reading and writing because they lack background knowledge that is gained upon experiences and opportunities outside of the classroom. They struggle with the expressive language that is often used in grade level texts, selections, and higher-level questioning.</p>	<p>Students are not getting enough exposure to vocabulary or opportunities to engage in academic discourse, which limits their ability to build background knowledge and make meaningful connections to what they read and learn.</p>
2	<p>Math/Sci: Students at CC Hardy struggle in the areas of math and science because they have difficulty with the level of academic and technical vocabulary that is used in the word problems that students must comprehend in order to problem solve.</p>	<p>Students are not getting enough experiences with academic vocabulary and academic discourse, which impacts their ability to understand complex texts and express their thinking clearly.</p>

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause	
2	<p>Students show a need for further development of key social skills necessary for resolving conflicts, demonstrating respect, and collaborating effectively toward common objectives.</p>	<p>Restorative circle time does not provide enough focused intervention or practice opportunities for students to develop and apply skills in conflict management and respecting others.</p>

Performance Objective 4

By May 2026, the campus will implement a fully functioning Multi-Tiered System of Supports (MTSS) that utilizes MAP, STAAR, and local assessment data to identify and provide targeted academic enrichment, intervention, and remediation, resulting in at least 75% of students performing on or above grade level in core subjects as measured by end-of-year universal screeners and progress monitoring data.

Evaluation Data Source: Rtl Tracking Sheets, Agenda Meetings, MAP data.

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Form Rtl committee and provide staff-wide training on: * Tier 1 Non-Negotiables * Rtl process * Differentiating instruction based on tiers * How to use MAP data effectively

Strategy's Expected Result/Impact: Increasing in the effectiveness of MTSS supports

Staff Responsible for Monitoring: Teachers

Coaches

Administrators

Special Education Teachers

Problem Statements: Curriculum, Instruction, and Assessment 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy

Use Data to Drive Instruction * Implement MAP (RLA & Math) as universal screeners. * Regularly disaggregate STAAR, MAP, and CBA data to: * Identify students needing Tier 2 or Tier 3 interventions * Inform flexible grouping and instructional planning

Strategy's Expected Result/Impact: Bridging the Gap with students struggling with foundation reading and math skills.

Staff Responsible for Monitoring: Teachers

Coaches

Administration

Special Education Teachers

Problem Statements: Curriculum, Instruction, and Assessment 1, 2

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Monitor and Adjust Interventions * Use the district/campus forms to track * Notify Parent of MTSS Tier * Intervention fidelity and student progress through monthly check-ins. * Coaches and Administrators monitoring small group time

Strategy's Expected Result/Impact: Increase in the fidelity of intervention and bridging gaps in student learning

Staff Responsible for Monitoring: Teachers

Coaches

Administrators

Problem Statements: Curriculum, Instruction, and Assessment 1, 2

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy

Provide opportunities for enrichment through curriculum compacting, project-based learning, student choice boards, and advanced tasks that promote critical thinking, creativity, and leadership. These supports ensure that students who have mastered grade-level standards remain engaged and continue to grow academically.

Strategy's Expected Result/Impact: Increase the number of students that are getting meets and masters on STAAR.

Staff Responsible for Monitoring: Teachers

Administrators

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
<p>1 While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and extension. Greater focus on consistent Tier 2 instruction and intentional</p>	<p>Small groups are not consistent in older grades.</p>
<p>2 Students are continuing to build foundational literacy skills, which are essential for success in grades 3-5. This year marks the beginning of a more intentional focus on early literacy development through the implementation of Bridging Reading, creating new opportunities to close learning gaps and strengthen reading readiness. However, additional support and guidance are needed to help teachers i</p>	<p>Older grades do not have the knowledge to support struggling readers as younger grades do.</p>

Performance Objective 5 High Priority

By May 2026, 100% of students in grades K-5 will participate in a structured goal-setting process each grading period, including academic goal creation, progress tracking, and action planning, resulting in at least 80% of students meeting one or more of their academic growth goals as measured by MAP, Tx-Kea/TEMI, or classroom assessment.

Evaluation Data Source: Goal setting sheets

Strategy 1 Targeted Support Strategy

Teacher Training on Goal-Setting Instruction *Provide targeted professional development for teachers on: * How to teach students to analyze their own data. * Guiding students through SMART goal writing. * Coaching students in creating realistic, step-by-step action plans. * Facilitating reflective conversations and academic ownership.

Strategy's Expected Result/Impact: Students understand the impact goal setting has on their academic growth

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 2 Targeted Support Strategy

Structured Goal-Setting Process * Teachers implement structured goal-setting lessons at the beginning of each grading period. * Students review their assessment data (MAP, STAAR, CBAs, classwork) to: * Identify strengths and gaps. * Set personalized, measurable academic goals.

Strategy's Expected Result/Impact: Increase student ownership of their learning

Staff Responsible for Monitoring: Teachers

Administrators

Students

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 3 Targeted Support Strategy

Celebrate Progress * Recognize growth and effort, not just goal achievement. * Use classroom charts, goal shoutouts, and incentives to build motivation and ownership.

Strategy's Expected Result/Impact: Increase ownership of academic learning for students

Staff Responsible for Monitoring: Teachers

Administration

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 4 Targeted Support Strategy

Student-Led Conferences in Spring where students share their goals, explain their progress, and reflect on challenges and next steps with their parents.

Strategy's Expected Result/Impact: Students take ownership of their learning and parents are more involved in their student's progress

Staff Responsible for Monitoring: Teachers
Administrators
Students

Problem Statements: Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

While students are receiving support through the RTI system, interventions often begin after the primary grades, which limits their effectiveness in addressing learning gaps early. As a result, students in the upper grades struggle to respond successfully to classroom interventions, reducing opportunities for enrichment and extension. Greater focus on consistent Tier 2 instruction and intentional

Small groups are not consistent in older grades.

Goal 4

We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

Performance Objective 1

By May 2026, the campus will implement district-wide safety protocols and inclusive practices with fidelity, resulting in at least 90% of students, staff, and families reporting that they feel physically safe, emotionally supported, and respected on annual campus climate and culture surveys.

Evaluation Data Source: Campus climate and culture survey

Strategy 1

Standardize and Practice Safety Protocols through: * Conducting monthly drills (fire, lockdown, severe weather) with clear procedures and staff roles. * Post and review campus-specific safety expectations in every classroom. * Ensure all staff complete required safety and crisis response training at the start of the year.

Strategy's Expected Result/Impact: Students become aware of procedures for drills and campus staff are trained and practice procedures throughout the year, allowing for stakeholders to feel safe in their school environment.

Staff Responsible for Monitoring: Teachers
Administrators
SRO

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Promote Inclusive Practices Campus-Wide through: * Provide training on trauma-informed instruction, and supporting diverse learners * Celebrate diversity through cultural events, heritage months, and classroom projects.

Strategy's Expected Result/Impact: Positive School Culture and Climate

Staff Responsible for Monitoring: Teachers
Administrators

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Establish and Maintain Clear Behavior Expectations through: Implementing a school-wide behavior framework (e.g., PBIS) aligned to "Be Safe, Be Respectful, Be Responsible.", reinforce expectations daily with visual cues, announcements, and modeling, and recognize positive behavior through campus-wide incentive systems.

Strategy's Expected Result/Impact: Learning environment provides support for learning

Staff Responsible for Monitoring: All Staff

Problem Statements: School Culture and Climate 2

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Build a Culture of Emotional Support by: * Deliver EQ lessons daily through morning meetings. * Train staff on emotional de-escalation strategies and active listening techniques.

Strategy's Expected Result/Impact: More students have skills given to support their emotion intelligence and teachers are given skills to support students emotional needs.

Staff Responsible for Monitoring: Teachers

Counselors

Administratos

Problem Statements: School Culture and Climate 1, 2

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 5

Increase Stakeholder Voice and Involvement through climate surveys conducted in the MOY and EOY and involving parents in our Campus Improvement Plan.

Strategy's Expected Result/Impact: Increase home and school connections with school culture

Staff Responsible for Monitoring: Administration

Problem Statements: Family and Community Engagement 1, 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 6

Provide training for students through computer specials that focus on online safety and proper use of technology.

Strategy's Expected Result/Impact: Increase awareness of technology safety.

Staff Responsible for Monitoring: Computer Specials Paraprofessional
Technology Coach
Administrators

Problem Statements: Technology 1

Title I:

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Some students may struggle with demonstrating self-awareness in their behavior, which can impact both the classroom dynamic and campus culture.	Students need more guidance and skills on how to de-escalate situations, as they currently lack effective strategies for managing emotional triggers and resolving conflicts calmly.
2 Students show a need for further development of key social skills necessary for resolving conflicts, demonstrating respect, and collaborating effectively toward common objectives.	Restorative circle time does not provide enough focused intervention or practice opportunities for students to develop and apply skills in conflict management and respecting others.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
1 Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.	Inconsistency of communication between school and home at the teacher level is not always happening.
2 There is a lack of community involvement within the campus during the school day.	There are not enough opportunities for parents to engage in during the school day (parent's volunteering during the day).

Performance Objective 1 Problem Statements Identifying Technology

Problem Statement	Root Cause
1 There is a growing need to teach students the principles of digital citizenship--such as respect, responsibility, and safety--while also promoting proper care and ethical use of technology tools.	Digital citizenship is only taught once during the school year.

Performance Objective 2

By May 2026, the campus will strengthen mutual relationships with families and the broader community by implementing consistent outreach, engagement, and collaboration efforts, resulting in at least a 20%

increase in family and community participation in school events, feedback opportunities, and volunteer programs, as measured by sign-in sheets, surveys, and partnership logs.

Evaluation Data Source: feedback opportunities, and volunteer programs, as measured by sign-in sheets, surveys, and partnership logs.

Strategy 1

Each grade level will host at least one TEKS-aligned parent engagement activity for the year to help families understand and celebrate student success on grade-level TEKS.

Strategy's Expected Result/Impact: Increased parent involvement and presence in school

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Family and Community Engagement 1, 2

Funding Sources: Resources for events 211 - Title 1-A, \$1,000

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Host a minimum of two academic nights per semester focused on areas where students need additional support (e.g., reading fluency, math problem-solving) that include hands-on activities, student-led stations, and take-home resources for families.

Strategy's Expected Result/Impact: Increase in parents' resources to support students at home with foundational skills.

Staff Responsible for Monitoring: Committees
Administration
Coaches

Problem Statements: Family and Community Engagement 1, 2

Funding Sources: Resources for parent engagement nights 211 - Title 1-A, \$5,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Share monthly themed topics through newsletters and digital platforms to build parent awareness and partnership.

Strategy's Expected Result/Impact: Parents awareness of ways to support their students at home and increase student academic performance.

Staff Responsible for Monitoring: Teachers
Administration
Coaches

Problem Statements: Family and Community Engagement 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 4

Volunteer Opportunities for Daily Campus Support through supporting intervention blocks (reading buddies, flashcard games), helping with lunch supervision, and assisting with morning or afternoon car rider duty.

Strategy's Expected Result/Impact: More parent volunteers will become active members of the campus, thus increasing parental involvement.

Staff Responsible for Monitoring: Teachers
Counselor
Administration
Receptionist

Problem Statements: Family and Community Engagement 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 5

Build a Welcoming and Collaborative Culture: * Train staff on family engagement best practices to ensure all interactions are welcoming, respectful, and inclusive. * Encourage staff to make personal invitations to families for events and volunteer roles, especially for hard-to-reach families.

Strategy's Expected Result/Impact: Increase in parent involvement and feeling welcomed on campus.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Family and Community Engagement 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.

Inconsistency of communication between school and home at the teacher level is not always happening.

2

There is a lack of community involvement within the campus during the school day.

There are not enough opportunities for parents to engage in during the school day (parent's volunteering during the day).

Performance Objective 3

By May 2026, campus leadership and staff will build and maintain genuine, trust-based relationships with students, families, and colleagues by consistently setting and modeling clear expectations, providing timely and constructive feedback, and fostering open communication--resulting in at least 90% positive responses on campus culture and climate surveys related to trust, communication, and mutual respect.

Evaluation Data Source: Campus Culture and Climate survey

Strategy 1

Weekly "Pulse Check" with staff via Monday Emails for principal to check in on staff and their needs.

Strategy's Expected Result/Impact: Increase in staff morale.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

Feedback-Focused Family Nights: Families would be able to give feedback each family night via google form and will respond with: "One thing that's working well at school is..." and "One thing I wish the school would consider..."

Strategy's Expected Result/Impact: Increase in parent voice and support student climate growth.

Staff Responsible for Monitoring: Administrators
Teachers

Problem Statements: Family and Community Engagement 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

All teachers will utilize class dojo to create a two-way communication for not only for announcements, but for check-in prompts with parents as well. Along with having at least one face-to-face or phone conference with parents a semester.

Strategy's Expected Result/Impact: Increase trust among teachers and parents.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Family and Community Engagement 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Clear communication of procedures will be given to all parents and posted in weekly newsletter to ensure understanding of who they can contact for information along with ensuring all staff are clear on procedures as well through beginning of the year PD and reminders through staff newsletter weekly.

Strategy's Expected Result/Impact: Clear understanding of who to contact for specific procedures

Staff Responsible for Monitoring: Teachers
Administration staff

Problem Statements: School Organization 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.

Inconsistency of communication between school and home at the teacher level is not always happening.

Performance Objective 3 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

A school-wide flowchart was sent out to parents; however, parents are still unsure of the procedures of whom to communicate with in regards to specific needs.

A clear communication between all school personnel and clearly defined procedures are not clear

Performance Objective 4

By December 2025, 100% of front office staff and designated personnel will complete RAPTOR system training and implement its procedures with 100% fidelity, as measured by usage reports, compliance checks, and campus safety audits.

Evaluation Data Source: raptor reports and training

Strategy 1

Schedule RAPTOR training for all front office staff and personnel responsible for campus entry procedures and the usage of the program for safety protocols for all staff.

Strategy's Expected Result/Impact: All staff become familiar with the program.

Staff Responsible for Monitoring: Front Office

Administration
Staff members

Problem Statements: Staff Quality, Recruitment, and Retention 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Considerable Progress

January

March

May

Strategy 2

Develop and distribute a clear step-by-step RAPTOR usage protocol to all campus staff.

Strategy's Expected Result/Impact: Understanding of the RAPTOR program.

Staff Responsible for Monitoring: Front Office
Administration Staff
Staff members

Problem Statements: Staff Quality, Recruitment, and Retention 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 3

Conduct monthly fidelity checks to ensure the RAPTOR system is being used for every visitor, volunteer, and late student check-in/out.

Strategy's Expected Result/Impact: Fidelity will be ensure.

Staff Responsible for Monitoring: Front Office
Administration

Problem Statements: Staff Quality, Recruitment, and Retention 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 4

Inform parents and community members about RAPTOR procedures through newsletters, signage, and school events.

Strategy's Expected Result/Impact: Parents will be more informed of the process for campus.

Problem Statements: Family and Community Engagement 2

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Performance Objective 4 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

2

There is a lack of community involvement within the campus during the school day.

There are not enough opportunities for parents to engage in during the school day (parent's volunteering during the day).

Performance Objective 5

By May 2026, the campus will host a community-building assembly for grades 3-5 to celebrate student successes and foster a positive grade-level culture every month, followed by monthly guidance lessons focused on digital safety, anti-bullying, and emergency response awareness, with at least 90% student participation as measured by attendance records and student feedback surveys.

Evaluation Data Source: Attendance records, student surveys, and counselor's guidance lesson plans.

Strategy 1

Plan and Host the Assembly: Organize a kickoff assembly by the end of the first grading period to recognize academic and behavioral achievements. Include team-building activities, peer shout-outs, and motivational messages to promote unity and grade-level pride.

Strategy's Expected Result/Impact: Less office referrals and increase attendance.

Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: School Culture and Climate 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 2

Coordinate with the counselor, assistant principal, or school safety team to deliver monthly interactive lessons on: Digital safety and responsible tech use Anti-bullying awareness and reporting Emergency response and school safety protocols

Strategy's Expected Result/Impact: Increase in awareness of safety for the whole campus

Staff Responsible for Monitoring: Teachers
Counselor
Administrators

Problem Statements: School Culture and Climate 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 3

Student Voice and Participation: Involve student leaders or classroom representatives in planning celebration components (e.g., awards, skits, or chants). Provide opportunities for student reflection and feedback after each assembly and lesson.

Strategy's Expected Result/Impact: Increase in students feeling safe on campus and taking ownership of the campus.

Staff Responsible for Monitoring: Teachers
Counselor
Administrators

Problem Statements: School Culture and Climate 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

Moderate Progress

October

January

March

May

Performance Objective 5 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Some students may struggle with demonstrating self-awareness in their behavior, which can impact both the classroom dynamic and campus culture.

Students need more guidance and skills on how to de-escalate situations, as they currently lack effective strategies for managing emotional triggers and resolving conflicts calmly.

2

Students show a need for further development of key social skills necessary for resolving conflicts, demonstrating respect, and collaborating effectively toward common objectives.

Restorative circle time does not provide enough focused intervention or practice opportunities for students to develop and apply skills in conflict management and respecting others.

Performance Objective 6

By May 2026, the campus will enhance educators' capacity to build authentic relationships with students and colleagues while fostering mentorship skills that support academic success and a collaborative school culture as measure by sign-in sheets for PD, new teacher mentorship program, and behavior briefs during Faculty Meetings.

Evaluation Data Source: Sign-in sheets and survey at EOY for support.

Strategy 1

Host 4PD sessions throughout the year that focus on: Culturally responsive relationship-building, The art of mentoring: coaching vs. telling (conducted with team leaders), Using restorative practices to strengthen trust, and communication strategies for collaboration.

Strategy's Expected Result/Impact: Increase in team collaboration and growth in supporting each other

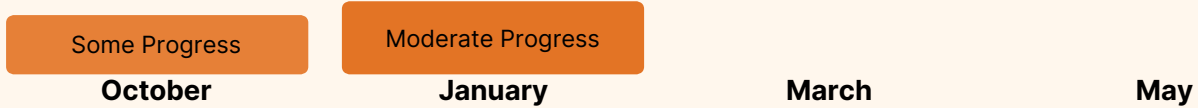
Staff Responsible for Monitoring: Counselor
Administration
Teachers

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 2

Monthly Faculty meetings will include behavior briefs based on data from behavior coalition.

Strategy's Expected Result/Impact: Increase in teacher's understanding of support students.

Staff Responsible for Monitoring: Behavior Coalition
Teachers
Administraiton

Problem Statements: School Culture and Climate 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 3

New teachers will be provided support from a mentor teacher, while first year teachers will also receive additional PD time to check on their needs and success.

Strategy's Expected Result/Impact: Retention of new staff

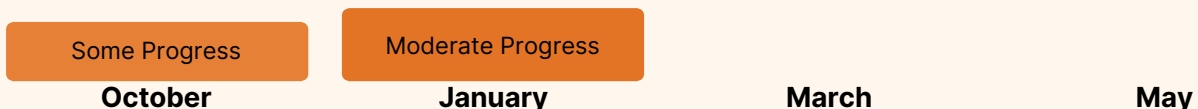
Staff Responsible for Monitoring: Administrators
Mentor Teacher

Problem Statements: Staff Quality, Recruitment, and Retention 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Performance Objective 6 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

Students show a need for further development of key social skills necessary for resolving conflicts, demonstrating respect, and collaborating effectively toward common objectives.

Restorative circle time does not provide enough focused intervention or practice opportunities for students to develop and apply skills in conflict management and respecting others.

Performance Objective 6 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

First-year and new-to-campus teachers need mentor support from team or nearby grade-level teachers, guided by detailed, campus-specific plans. The mentor program should include all new-to-campus teachers and be tailored to CC Hardy's specific expectations, culture, and procedures--ensuring accountability and providing consistent, specific support for teacher success.

The current district-wide mentor program lacks campus-specific details.

2

Provide dedicated time for teachers to engage in hands-on professional development that promotes deep learning and mastery of instructional practices, with ongoing support through coaching and reflective discussions.

Coaches cover all grade levels and PD training can be more generalized, rather than specific to grade levels.

Goal 5

We will align communication to ensure messaging is intentional, consistent, and easily accessible.

Performance Objective 1

By May 2026, the campus will increase family engagement and communication by sending out weekly newsletters using the Smore online platform, and consistently sharing them through email, text, ClassDojo, the campus website, and Facebook, achieving at least a 75% parent view rate as measured by Smore analytics and platform engagement data.

Evaluation Data Source: Smore analytics and platform engagement data.

Strategy 1

The campus will utilize the Smore online newsletter platform to send out weekly newsletters, which will be shared through email, text, ClassDojo, the campus website, and the campus Facebook page.

Strategy's Expected Result/Impact: Parents being aware of upcoming events and information.

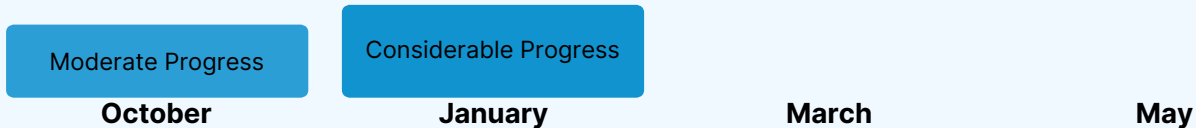
Staff Responsible for Monitoring: Teachers
Principal
Counselor
Coaches

Problem Statements: Family and Community Engagement 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.

Inconsistency of communication between school and home at the teacher level is not always happening.

Performance Objective 2

By May 2026, the campus leadership team will collect feedback from at least 80% of staff and 50% of families regarding the effectiveness and clarity of campus communication through surveys and/or focus groups.

Evaluation Data Source: Parent and Staff Surveys

Strategy 1

Develop and distribute a baseline communication survey to staff and families by October 2025 to assess current perceptions and identify communication gaps.

Strategy's Expected Result/Impact: Understanding of current perception of communication

Staff Responsible for Monitoring: Administrators
Teachers
Communication committee

Problem Statements: Family and Community Engagement 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 2

The team will implement at least two targeted strategies to improve communication. A mid-point check-in will occur in December 2025 to analyze preliminary feedback, adjust strategies as needed, and ensure progress toward improved communication. Final progress will be measured through a follow-up survey conducted by April 2026.

Strategy's Expected Result/Impact: Increase in communication with staff and parents

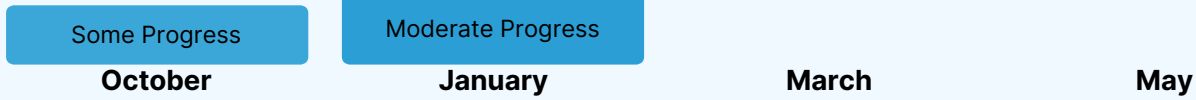
Staff Responsible for Monitoring: Teachers
Administrators

Problem Statements: Family and Community Engagement 1, 2

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

Create a Communication Advisory Committee of staff and parents to review data and recommend improvements after each feedback cycle.

Strategy's Expected Result/Impact: Increase parent and staff morale on communication

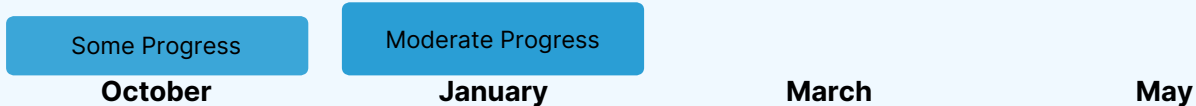
Staff Responsible for Monitoring: Administration

Problem Statements: Family and Community Engagement 1, 2 - School Organization 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause	
1	Guardians often feel uncertain about how to effectively support and engage in their students' academic growth and success due to a lack of clear communication and resources on how to best assist their child's learning.	Inconsistency of communication between school and home at the teacher level is not always happening.
2	There is a lack of community involvement within the campus during the school day.	There are not enough opportunities for parents to engage in during the school day (parent's volunteering during the day).

Performance Objective 2 Problem Statements Identifying School Organization

Problem Statement	Root Cause	
1	A school-wide flowchart was sent out to parents; however, parents are still unsure of the procedures of whom to communicate with in regards to specific needs.	A clear communication between all school personnel and clearly defined procedures are not clear