

Waller Independent School District



Cure Elementary

Accountability Rating: Not Rated

2025-2026 Campus Improvement Plan

Board Approval Date:
November 13, 2025

Public Presentation Date:
October 15, 2025

Mission Statement

Work Hard.

Be Kind.

Make Every Day Count!

Vision

We will make every day count, no matter the obstacle.

Value Statement

All students don't learn the same way.

All students don't learn at the same speed.

Some students lack prior knowledge and skills.

Some students lack academic and social behavior.

BUT...

ALL students can LEARN!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	8
Student Achievement	12
School Culture and Climate	14
Staff Quality, Recruitment, and Retention	16
Curriculum, Instruction, and Assessment	18
Family and Community Engagement	20
School Organization	22
Technology	24
Priority Problem Statements	26
Goals	28
Goal 1 : WISD will provide a well rounded program of instruction to ensure academic perf...	29
Goal 2 : WISD will continue to develop and support systems, programs, instructional stan...	33
Goal 3 : WISD will provide a safe, secure and respectful learning environment for student...	36
Goal 4 : WISD will continue to retain, recruit, and acknowledge effective student-centere...	38
Goal 5 : WISD will provide a supportive, professional teaching environment that encoura...	39
Goal 6 : WISD will continue state and national leadership in the use of technology in all p...	40
Goal 7 : WISD will prioritize two-way communication with all patrons through all available...	41
Goal 8 : WISD will provide the necessary financial resources for the support of the instru...	42
Goal 9 : WISD will provide co-curricular and extracurricular opportunities and programs f...	43
Goal 10 : WISD will continue to emphasize the educational advantages for students, staff...	44
State Compensatory Education	46
Budget for Cure Elementary	47
Title I Summary	48
Title I Personnel	49
Policies, Procedures, and Requirements	50



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Campus Leadership Team

Michelle Sciba, Principal

April Long, Other School Leader/Assistant Principal

Amy Carranza, Administrator

Hannah Gates, Administrator

Lori Prewitt, Teacher

Cassandra Carlyle, Teacher

Krystal Martinez, Paraprofessional

Brandy Mueller, Paraprofessional

Christy Yates, Parent

Erica Martinez, Parent

Mary Alice Cure, Community Member

Evelyn Turlington, Community Member

Kendra Parker, Other/Academic Achievement Facilitator

Mary Alice Cure Elementary is an elementary campus in Waller ISD. Cure Elementary will open its doors in August 2025. Cure Elementary is projected to serve 375 students in grades Pre-K through 5th grade during the 2025-2026 school year.

Cure Elementary needs assessment process is described below. The campus leadership team evaluated the 2024-25 data.

We reviewed the following data:

Enrollment, Special Program Participation, Attendance, District Assessments, Survey & Feedback Data, Planning Committee Feedback, Parent Communication Strategies, Recruitment and Retention Strategies, Teacher Certification Data, Staff Appreciation Strategies, Teacher-Student Ratio, PLC Implementation Strategy, Master Schedule, Draft Calendar, PLCs Implementation Strategy, Parent Family Engagement Plan, Campus Map, School Structure, Decision Making Processes, Classroom Technology Plan, Technology Usage Data

Documentation of the process include meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 9, 2025, and again on May 15, 2025. The meetings were held in the conference room at I.T. Holleman Elementary starting at 2:00 p.m. on both dates. We plan to meet again in the fall and spring semesters to review and revise the CNA as needed.

At the first meeting on May 9th, Principal Sciba began the meeting with introductions. All team members were in attendance. Then, Principal Sciba shared with the group the team expectations. Several handouts were provided to attendees and a slideshow was displayed on the Promethean Board to help guide discussions during the meeting. The importance of attendance, an overview of Title I and the purpose of this Title I team were emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared along with an overview of the planning process and steps to create a Comprehensive Needs Assessment. Principal Sciba then provided each member with a sample list of data options that the committee members could use to help lead

conversations to identify which data the committee would review to identify both strengths and problems from the 2024-2025 school year. Principal Sciba lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 19 specific data points to identify strengths and needs from the 2024-2025 school year. Principal Sciba thanked everyone for their participation and reminded everyone of the second CNA meeting on May 15, 2025.

At the second meeting on May 15, 2025, the campus leadership team first recapped the first two steps of the CNA process and reviewed the listed data sources chosen in the first meeting. The team then prioritized the data sources into strengths and needs. The team acknowledged the strengths from 2024-2025 but focused most of the meeting on the problems/needs identified from the data. Principal Sciba led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis using the Five Whys strategy was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

Demographics: Data sources: - Enrollment - Attendance - Special Programs	Strengths: Enrollment, Attendance
	Problems: Special Programs (SpEd)
Student Achievement: Data sources: District Assessment Data (Reading, Math)	Strengths: District Assessment Data: Reading
	Problems: District Assessment Data: Math
School Culture and Climate: Data sources: - Parent Communication strategies - Surveys/Feedback data - Planning Committee feedback	Strengths: Parent communication strategies; Planning committee feedback
	Problems: Feedback from all stakeholders
Staff Quality, Recruitment, and Retention Data sources: - Staff appreciation strategies/ planning calendar - Staff recruitment data - Teacher-Student ratio - Teacher certification data	Strengths: Staff appreciation planning; staff recruitment data, teacher certification data
	Problems: Teacher-student ratio
Curriculum, Instruction, and Assessment Data sources: - PLC Implementation Strategies - Master Schedule	Strengths: Addition of PLCs in Master Schedule
	Problems: Need for further professional development for teachers with PLCs for stronger implementation
Parent and Family Engagement Data sources: - Draft planning calendar - Parent Family Engagement plan	Strengths:
	Problems: plan to involve families on a monthly basis; establish volunteer program
School Context and Organization Data sources: - Campus map - Decision making processes - School structure	Strengths: ability for intentional room locations within
	Problems: need to establish campus schedules and procedures

Technology Data sources:	Strengths: 1:1 student devices
- Classroom technology plan - Technology usage/damage report	Problems: device etiquette procedures need to be established

Summary/Bridge of Identified Problems

There is an identified problem in Math in grades 3rd, 4th, and 5th grades.

Another identified problem is implementation of PLCs.

Our third identified problem is in parent and family engagement.

Three Areas of Focus for Next Year:

- 1) Student Achievement - Math
- 2) Curriculum & Instruction - PLCs
- 3) Family Engagement

Demographics

Summary

School Population		
	Count	Percent
Student Total	465	
Early Childhood	2	
Pre-Kindergarten	34	
Kindergarten	76	
1st Grade	57	
2nd Grade	79	
3rd Grade	65	
4th Grade	63	
5th Grade	82	
Student Demographics		
	Count	Percent
Gender		
Female	230	
Male	237	
Ethnicity		
American Indian-Alaskan Native	0	0
Asian	3	1%
Black - African American	62	13%
Hispanic-Latino	260	56%
Native Hawaiian - Pacific Islander	0	0
White	124	27%

Two or More	17	4%
Student Program		
	Count	Percent
Emergent Bilingual		
Bilingual	67	14%
English as a Second Language	82	18%
Gifted and Talented	20	4%
Special Education (SPED)	70	15%
Dyslexia	15	3%
Economic Disadvantage		
Economic Disadvantage Total	298	
Free/Reduced Meals	297	
Other Eco Dis	1	
Homeless Statuses		
Homeless Status Total	0	
Other Student Information	Count	Percent
At-Risk	218	47%
Military Connected	13	
Foster Care	1	
Transfer In Students	115	

Staff Demographics

	Count	%
1st Year	11	18.64%
1-5 Years	12	20.34%
6-10 Years	8	13.56%
11-20 Years	17	28.81%
Over 20 Years	14	23.73%

	Count	%
Asian	1	1.69%
Black or African American	4	6.78%
Hispanic/Latino	9	15.25%
American Indian or Alaska Native	0	0.0%
Native Hawaiian or Pacific Islander	0	0.0%
Two or More Races	2	3.39%
White	43	72.88%
	Count	%
Male	1	1.69%
Female	58	98.31%

Strengths

- Support for our bilingual population, including highly qualified teachers
- Targeted small group intervention to help with Special Education and LEP populations
- MTSS process to identify student needs based on data collection
- Parent Involvement Opportunities
- Campus Improvement Committee, consisting of all stakeholders

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Mary Alice Cure Elementary is seeing chronic absenteeism in specific student groups. More targeted strategies and stronger family partnerships are needed to improve attendance.	Accountability, engagement, and Limited awareness of the impact of absenteeism

★ = Priority

Student Achievement

Summary

At Mary Alice Cure Elementary, we are a data-driven school committed to enhancing student achievement through a strategic focus on rigorous academic standards. Every grade level benefits from targeted intervention and enrichment during dedicated WIN (What I Need) time, which is built into the master schedule to address the individual needs of all learners. We also prioritize collaboration and continuous improvement through Professional Learning Communities (PLCs) across all grade levels. These PLCs provide valuable time for in-depth analysis of student data and intentional collaborative planning. By centering discussions around the three critical elements and four guiding questions of a PLC, we ensure that our instructional practices remain aligned, effective, and focused on student growth. Social-emotional learning is prioritized through the Character Strong program, fostering social-emotional growth alongside academic achievement.

Strengths

- Targeted Tier One Instruction
- Small Group/Differentiated Instruction
- Character Strong Curriculum

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 ★ 4th grade math scores are much lower than the district and state averages, showing that students are not meeting grade-level expectations.	The low scores are mainly due to inconsistent use of the new math curriculum and gaps in teacher content knowledge. Teachers have not had enough time to fully learn and apply the new materials, and instruction varies across classrooms. Small groups and intervention time (WIN time) are not being used effectively to support struggling students.
2 ★ Students are not making enough academic growth in RLA and Math, with scores in the 30-40 range.	Core instruction (Tier 1) is not strong or consistent. Teachers may lack content knowledge, may not be utilizing accommodations effectively, and may require additional support with scaffolding and small-group instruction.
3 ★ Students entering from different elementary schools are performing at varying levels, making it difficult to ensure consistent academic progress.	There are differences in the quality of Tier 1 instruction across schools, along with limited small-group instruction, gaps in teacher content knowledge and differentiation, and a lack of urgency surrounding student growth. These issues lead to uneven preparation and performance among incoming students.

★ = Priority

School Culture and Climate

Summary

Mary Alice Cure Elementary is dedicated to cultivating a safe, engaging, and academically rigorous learning environment for all students. Our mission is to ensure high levels of learning for ALL students and staff.

Guided by our **Coyote PACK** expectations—**Prepared to Learn, Act Responsibly, Choose Kindness, and Keep Safe**—we foster self-discipline and a culture of respect, anchored by our Coyote Call: *Work hard, Be kind, and Make every day count.*

To support the whole child, we are implementing the **Character Strong Curriculum** in alignment with the **Multi-Tiered System of Support (MTSS) Framework**. These research-based approaches provide a proactive and preventative structure that integrates academic, social, and emotional development, ensuring all students have the opportunity to thrive.

Strengths

- Support and communication from administration
- High expectations for all stakeholders
- PBIS protocols for expectations
- MTSS

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1 New staff members can thrive when provided with structured and consistent support. Establishing a mentorship program will offer new teachers valuable guidance, resources, and connections--helping them feel supported, grow in confidence, and succeed in their roles.	Insufficient training or support for mentors to effectively guide new staff due to limited time.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Mary Alice Cure Elementary cultivates a positive and collaborative work environment where teacher autonomy is valued, communication is transparent, and staff feel consistently supported by administration. Ongoing campus walk-throughs with constructive feedback, guided by *Get Better Faster*, along with purposeful campus-based professional development, promote continuous teacher growth and overall job satisfaction.

Strengths

- Staff appreciation events and rewards
- Surveys provided for feedback
- Hiring highly qualified teachers
- Support from administration and curriculum
- Competitive salary and stipends
- Teacher Incentive Allotment Celebrations

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Lack of professional development opportunities throughout the year	Teachers only have one day of curriculum professional development at the start of the school year and limited opportunities throughout the school year.

 = Priority

Curriculum, Instruction, and Assessment

Summary

The campus has built strong foundational practices in curriculum and instruction, including the consistent use of targeted interventions, collaborative PLCs, and a structured MTSS process to address student needs. These systems promote data-informed decision-making and support timely interventions. To further enhance instructional coherence, more frequent and intentional vertical alignment meetings are needed. Strengthening this practice will foster greater continuity across grade levels and support a more unified approach to teaching and learning campus-wide.

Strengths

- Protected PLCs and lesson internalization
- Instructional decisions within the classroom are data based
- District curriculum coaches on campus
- Individual analysis of student data to make target interventions groups

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 To maximize their effectiveness, PLCs should build on existing collaborative routines by placing a stronger emphasis on student outcomes, refining instructional practices, and engaging in regular data-driven reflection.	Ongoing development of shared leadership and clearly defined goals can strengthen and sustain meaningful collaboration.

 = Priority

Family and Community Engagement

Summary

Family and Community Engagement at Cure Elementary

Cure Elementary has built a strong culture of family and community engagement, rooted in trust, transparency, and meaningful connection. Signature initiatives like **Parent Patrol** empower family members to take an active role in school safety and presence, while our vibrant **VIPS (Volunteers in Public Schools)** program reflects a growing network of dedicated caregivers and community members who support students and staff throughout the year.

We take pride in consistently highlighting the heart of our school—our students—through positive videos and photos that capture the joy and richness of daily campus life. Regular communication keeps families informed, engaged, and connected to the school's mission and progress.

Events such as the **GT and Pack Praise Fridays** exemplify Cure Elementary's commitment to celebrating student learning and talent, offering families a window into the classroom and a shared space to recognize student growth and success.

As we look to the future, Cure Elementary is focused on deepening these connections by:

- Broadening participation in **Parent Patrol** to involve more families and community partners,
- Strengthening and expanding the **VIPS** program to reach new volunteers and provide more structured engagement opportunities,
- Offering a wider variety and increased frequency of family-centered events that reflect the diverse interests of our community, and
- Reimagining **Curriculum Night** to be more interactive and accessible, ensuring families are empowered to support academic learning at home.

Through these efforts, Cure Elementary is committed to nurturing strong school-family partnerships and creating a school community where every family feels welcomed, valued, and involved in their child's educational journey.

Strengths

PACK System to strengthen our community, support one another, and uphold our shared expectations.

VIPs- Year 1

Monthly Staff Lounge Sponsors

Coyote Chronicles each Friday- Positive videos/pictures-outreach to community- Telling our story

Strong family and community communication through monthly family newsletters, volunteer opportunities, and school events

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 As a new campus, Cure Elementary is in the early stages of building meaningful relationships with families and the surrounding community. To foster strong connections and increase engagement, the school needs to better understand community needs, perceptions, and barriers to involvement.	New campus

 = Priority

School Organization

Summary

Mary Alice Cure Elementary fosters strong communication practices through the use of a campus dashboard, shared calendars, Remind, and the weekly Cure Check-In, ensuring staff remain informed and connected to both district and campus updates. In addition, weekly Professional Learning Community (PLC) meetings and campus committees—focused on PBIS and staff morale—provide structured opportunities for collaboration, alignment, and collective growth across teams.

Strengths

- Collaborative teacher teams
- Communication - campus dashboard, campus google calendar, weekly Cure Check In
- Master scheduling that allows for common planning periods for grade level teams and build in WIN time.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Communication from various committees	Limited structures in place for effectively sharing information from committees

★ = Priority

Technology

Summary

All students in grades K–5 are provided with 1:1 devices to enhance access to instruction and learning opportunities. The campus strategically integrates research-based digital programs, including *Zearn* and *Lexia*, to support the development of mathematical and literacy skills. In addition, students engage in structured typing instruction within STEAM, fostering the acquisition of essential 21st-century competencies.

Strengths

- STEAM Lab - Typing lessons
- Digital programs - Zearn and Lexia

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1 While technology plays a vital role in student learning, it is equally important to maintain a balanced approach that incorporates hands-on, interactive experiences. Striking this balance allows students to build digital literacy while also strengthening critical thinking and problem-solving skills through meaningful, real-world applications.	An overreliance on technology-based programs can reduce opportunities for hands-on, interactive learning.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students are not making enough academic growth in RLA and Math, with scores in the 30-40 range.

Core instruction (Tier 1) is not strong or consistent. Teachers may lack content knowledge, may not be utilizing accommodations effectively, and may require additional support with scaffolding and small-group instruction.

2
★

Students entering from different elementary schools are performing at varying levels, making it difficult to ensure consistent academic progress.

There are differences in the quality of Tier 1 instruction across schools, along with limited small-group instruction, gaps in teacher content knowledge and differentiation, and a lack of urgency surrounding student growth. These issues lead to uneven preparation and performance among incoming students.

3
★

4th grade math scores are much lower than the district and state averages, showing that students are not meeting grade-level expectations.

The low scores are mainly due to inconsistent use of the new math curriculum and gaps in teacher content knowledge. Teachers have not had enough time to fully learn and apply the new materials, and instruction varies across classrooms. Small groups and intervention time (WIN time) are not being used effectively to support struggling students.

★ = Priority



Goals

Goal 1

WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1 High Priority

By May 2026, the percentage of 4th-grade students at Cure Elementary at the approaches performance level or higher on the Math STAAR will increase by at least 10 percentage points, closing the gap with the district average, through targeted small group instruction, progress monitoring every 3 weeks, and ongoing professional development in lesson internalization strategies.

Evaluation Data Source: 24-25 STAAR scores
25-26 STAAR scores
District Universal Screeners

Strategy 1 Targeted Support Strategy

Teachers and academic coaches will participate in lesson internalization weekly with Great Minds coach, and the Instructional Leadership Team will conduct consistent walkthroughs using the Bluebonnet implementation tool.

Strategy's Expected Result/Impact: Student achievement growth

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers

Problem Statements: Student Achievement 1

Funding Sources: Instructional Coach Title I, Part A - Improving Basic Programs (211),

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

November

Considerable Progress

February

May

Strategy 2 Targeted Support Strategy

Teachers will implement targeted tier 1 small group instruction and analyze progress monitoring data in order to drive instruction.

Strategy's Expected Result/Impact: Increased student performance and growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Achievement Facilitator, Teachers

Funding Sources: Title I, Part A - Improving Basic Programs (211),

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

Some Progress

Moderate Progress

November**February****May**

Strategy 3 **Targeted Support Strategy**

Math data from district-adopted programs, screeners, and unit assessments will be used to deliver differentiated and targeted small group instruction during the instructional day.

Strategy's Expected Result/Impact: Increased student performance and growth in math

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Achievement Facilitator, Teachers

Funding Sources: Academic Tutor, Long Range Planning After Benchmarks Title I, Part A - Improving Basic Programs (211),

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

Some Progress

Moderate Progress

November**February****May**

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 4th grade math scores are much lower than the district and state averages, showing that students are not meeting grade-level expectations.	The low scores are mainly due to inconsistent use of the new math curriculum and gaps in teacher content knowledge. Teachers have not had enough time to fully learn and apply the new materials, and instruction varies across classrooms. Small groups and intervention time (WIN time) are not being used effectively to support struggling students.

Performance Objective 2 High Priority

By May 2026, the percentage of Special Education students demonstrating academic growth in RLA and Math will increase by at least 10 percentage points, as measured by district assessments and STAAR progress measures, through the implementation of targeted Tier 1 instruction, consistent use of accommodations, teacher professional development focused on scaffolding and content knowledge, and PLC monitoring of student progress.

Evaluation Data Source: District Benchmark & Universal Screener Results - RLA and Math growth data for Special Education students.
STAAR Progress Measures - year-to-year growth percentages for identified students.
IEP Progress Monitoring Reports - documentation of individual student progress on goals.
Classroom Walkthrough & Observation Data - evidence of Tier 1 instruction and accommodations implementation.
PLC Meeting Notes & Data Trackers - records of teacher collaboration and student progress monitoring.
Professional Development Attendance Logs & Agendas - confirmation of teacher participation in scaffolding/ content knowledge training.

Strategy 1

- Conduct regular walkthroughs to monitor instructional quality and provide timely feedback
- Provide instructional coaching on differentiation strategies and accommodation usage during tier 1 instruction
- Use data to identify gaps in tier 1 with SpEd student needs
- Provide student training on how and when to use their accommodations

Strategy's Expected Result/Impact: Improved instructional quality and alignment of Tier 1 instruction to Special Education student needs.
Increased teacher effectiveness in using differentiation strategies and accommodations.
Reduction in instructional gaps for Special Education students, leading to higher rates of academic growth in RLA and Math.
Students will demonstrate greater independence and success in utilizing their accommodations appropriately.

Staff Responsible for Monitoring: ILT Team, SpEd case managers, PLC, Teachers, SpEd support staff

Problem Statements: Student Achievement 3

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



Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
3 Students entering from different elementary schools are performing at varying levels, making it difficult to ensure consistent academic progress.	There are differences in the quality of Tier 1 instruction across schools, along with limited small-group instruction, gaps in teacher content knowledge and differentiation, and a lack of urgency surrounding student growth. These issues lead to uneven preparation and performance among incoming students.

Goal 2

WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1 High Priority

By May 2026, CES will implement at least three structured systems or programs (e.g., PLC protocols, common assessment calendars, instructional coaching cycles) to increase quality instructional time and ensure curriculum alignment across all grade levels during the 2025-2026 school year.

Evaluation Data Source: PLC agendas/minutes, lesson plan reviews, assessment data, and classroom walkthroughs

Strategy 1

Implement a PLC schedule and common planning times for teachers.
Provide professional development on data analysis and differentiated instruction.
Use common assessments and data trackers to monitor progress.
Support teachers with instructional coaching for Tier I and Tier II practices.
Establish clear PLC protocols focused on curriculum and student growth.

Strategy's Expected Result/Impact: Improved alignment of curriculum and instruction across grade levels, leading to increased student achievement and more effective Tier I and Tier II support.

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Achievement Facilitator, Teachers

Funding Sources: Solution Tree Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.2

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

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

February

May

Performance Objective 2 High Priority HB3 Goal

By May 2026, 100% of CES instructional staff will implement consistent Tier 1 instruction and targeted small group support, with 80% of PreK-2nd grade students performing at grade level on the district Universal Screener, with progress monitored through walkthroughs and data reviews focusing on small group instruction, teacher content knowledge, and differentiation strategies.

Strategy 1 ☒ Targeted Support Strategy

Weekly ILT meetings focusing on teacher needs
Facilitate PLC discussions to review student data and plan targeted support
Develop teacher capacity through coaching cycles focused on content knowledge and planning
Celebrate growth milestones and provide intervention for areas needing improvement

Strategy's Expected Result/Impact: Increased student achievement
Increased tier 1 instruction

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers

Problem Statements: Student Achievement 3

Funding Sources: Instructional Coach Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews



Strategy 2 ☒ Targeted Support Strategy

We will develop teacher capacity through coaching cycles focused on content knowledge and planning.

Strategy's Expected Result/Impact: Retain, support, and grow teachers

Staff Responsible for Monitoring: Instructional Leadership Team

Funding Sources: Title I, Part A - Improving Basic Programs (211),

Title I:

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

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
3 Students entering from different elementary schools are performing at varying levels, making it difficult to ensure consistent academic progress.	There are differences in the quality of Tier 1 instruction across schools, along with limited small-group instruction, gaps in teacher content knowledge and differentiation, and a lack of urgency surrounding student growth. These issues lead to uneven preparation and performance among incoming students.

Goal 3

WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1

By May 2026, Cure Elementary will foster a positive, proactive campus culture by ensuring that 100% of staff are trained in and consistently implement PBIS practices, resulting in a 10% reduction in discipline referrals.

Evaluation Data Source: PBIS training logs, Discipline referral reports, Walkthrough and observation data

Strategy 1 Targeted Support Strategy

Consistently maintain campus-wide student recognition systems (e.g., PACK system, Coyote cash, character strong)

Strategy's Expected Result/Impact: Increased student motivation, positive behavior, and sense of belonging, resulting in a 5-10% decrease in discipline referrals and improved campus climate survey results.

Staff Responsible for Monitoring: Campus administrators, Counselors and PBIS Committee, Classroom teachers and support staff

Funding Sources: Character Strong Title IV (289),

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

February

May

Strategy 2 Targeted Support Strategy

Ensure campus-wide emergency preparedness by conducting required safety drills with fidelity, providing staff training on crisis protocols, and maintaining emergency plans with clearly defined staff roles and responsibilities.

Strategy's Expected Result/Impact: Greater compliance with local, state, and federal safety requirements.

Staff Responsible for Monitoring: Administration, CES Safety Team, CES Staff

Funding Sources: School Safety and Security Grant (429),

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May

Goal 4

WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1 High Priority

By May 2026, Cure Elementary will recruit and retain high-quality staff to ensure that 100% of core academic classes are taught by certified teachers and that 100% of paraprofessionals meet federal and state qualification requirements.

Evaluation Data Source: HR recruitment evidence, teacher certification status, TIA distribution reports, teacher retention data, student achievement data

Strategy 1 Additional Targeted Support Strategy

Implement targeted recruitment and retention initiatives--such as hosting job fairs, offering competitive compensation, and providing professional development opportunities.

Strategy's Expected Result/Impact: 100% of academic core subjects will be taught by certified teachers and qualified para professionals, leading to improved teacher retention and student outcomes.

Staff Responsible for Monitoring: Director and Coordinator of Human Resources

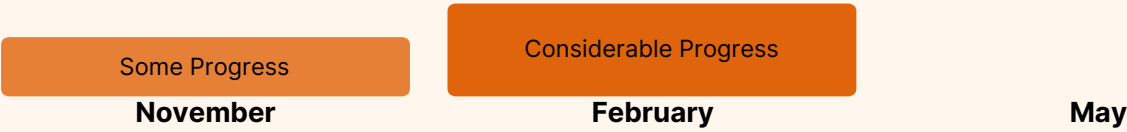
Funding Sources: Title III Aide Title III, Part A - EL Acquisition (263),

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Goal 5

WISD will provide a supportive, professional teaching environment that encourages teaching excellence.
(Environment)

Performance Objective 1 High Priority

By May 2026, Cure Elementary will increase teacher support and satisfaction by providing at least four targeted professional development sessions, ensuring access to instructional resources, and offering two leadership opportunities per semester.

Evaluation Data Source: Professional development participation logs, teacher retention data, teacher feedback surveys

Strategy 1

At Cure Elementary, we will enhance the professional environment by offering high-quality professional learning, instructional support, and leadership opportunities that encourage teaching excellence. Cure will adopt district-provided resources and programs that support teacher growth and retention.

Provided professional development opportunities such as:

- Debbie Wells PD (Title II)
- Math Links PD (Title II)
- Solution Tree PLC Conference (Title I & II)
- Lead4ward PD (Title II)
- Seidlitz (Title I)
- Science of Reading small group practices (Title II)
- Support teachers through instructional coaching (Title I)
- Facilitate teacher leadership opportunities through PLCs, committees, and curriculum design
- Monitor teacher needs and feedback through surveys, retention data, and exit interviews

Strategy's Expected Result/Impact: Teachers will gain stronger skills and support, leading to better instruction, higher satisfaction, and improved retention, which will increase student achievement

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches

Funding Sources: Mathlinks, Debbie Wells, Solution Tree, Lead4ward, Science of Reading Title II, Part A -Teacher/Principal Training (255), , Seidlitz, Solution Tree Title I, Part A - Improving Basic Programs (211), , Local (199),

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May

Goal 6

WISD will continue state and national leadership in the use of technology in all phases of the educational process.
(Technology)

Performance Objective 1 High Priority

By May 2026, Cure Elementary will enhance teaching and learning by ensuring that 100% of grade levels integrate technology into instruction at least twice per week, with students and staff utilizing digital tools to support instruction, collaboration, and innovation.

Evaluation Data Source: lesson plans, classroom observation data, technology usage reports, and staff/student surveys

Strategy 1 Targeted Support Strategy

Implement Lexia Core5 and Amira for personalized literacy support and Zearn for math support, as well as utilize Seesaw for interactive classroom activities to enhance student engagement, digital learning, and foster home-to-school connections.

Strategy's Expected Result/Impact: Students will demonstrate increased engagement and improved academic achievement outcomes through personalized practice.

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers

Funding Sources: Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May

Goal 7

WISD will prioritize two-way communication with all patrons through all available channels, fostering relationships built on trust and mutual support. (Communications)

Performance Objective 1

By May 2026, CES will increase two-way communication and collaboration between parents and staff by implementing at least two structured opportunities per semester.

Evaluation Data Source: Parent and staff participation logs, survey results

Strategy 1

Host at least two Title I parent meetings to review program requirements with stakeholders. Additional opportunities for parent involvement and feedback will include Curriculum Night, parent conferences, Coffee Chats with the Principals, and various school events held throughout the year to engage families in their student's education."

Strategy's Expected Result/Impact: increased parent involvement

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Parent and Family Engagement Title I, Part A - Improving Basic Programs (211),

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

February

May

Goal 8

WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1

By May 2026, Cure Elementary will maximize instructional and student support by ensuring that 100% of local, state, and federal resources are strategically allocated and documented in alignment with campus needs assessments and improvement plan priorities.

Evaluation Data Source: Documentation in Title I Crate.
Progress will be measured through budget reports, funding expenditure reviews, and evidence of impact on student achievement and support services.

Strategy 1

Cure Elementary will utilize supplemental funding in alignment with district budgeting guidelines to support additional instructional staff, coaching, technology, training, and parent resources-- ensuring that all programs and activities enhance curriculum, strengthen parent engagement, extend learning time, and ultimately raise student achievement.

Strategy's Expected Result/Impact: CES budget will be in compliance with WISD guidelines.

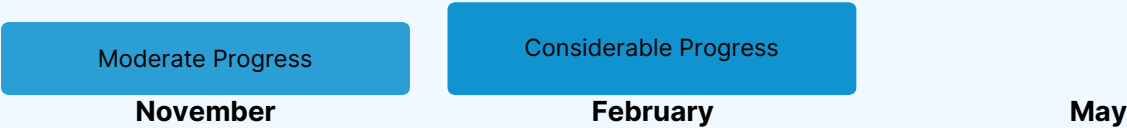
Staff Responsible for Monitoring: Principal, Secretary

Funding Sources: Title I Crate Title I, Part A - Improving Basic Programs (211),

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

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

Formative Reviews



Goal 9

WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 1

By May 2026, 100% of students performing at or above grade level will participate in at least two co-curricular or extracurricular enrichment opportunities during the 2025-2026 school year, as measured by participation rosters, activity logs, and student surveys.

Evaluation Data Source: Student-centered campus committees and organizations
Participation rosters, activity logs, and student surveys.

Strategy 1

Provide the opportunity to participate in various programs and organizations including Gifted and Talented, Choir, and Student Council.

Strategy's Expected Result/Impact: Enhance school experience and allow students to explore their interests

Staff Responsible for Monitoring: Administrations, Program sponsors

Funding Sources: GT Funds Title IV (289), , Local (199),

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May

Goal 10

WISD will continue to emphasize the educational advantages for students, staff, and the community in a diverse environment. (Diversity)

Performance Objective 1

By May 2026, Cure Elementary will increase family engagement by 20% as measured by parent attendance and participation logs at school events, survey responses, and volunteer sign-in sheets.

Evaluation Data Source: Parent Family Engagement Opportunities, family feedback from school events, participation in Hispanic Heritage Month, and Black History Month events

Strategy 1

We will include diverse representation from families, staff, and community members, as well as meet regularly to plan, review, and evaluate family engagement activities, and use feedback to continuously improve inclusivity.
The campus will promote an inclusive and welcoming environment by hosting at least three culturally responsive events per year, ensuring all communication is provided in clear and accessible formats, and offering at least two family learning opportunities that reflect and honor the diverse backgrounds of the school community.

Strategy's Expected Result/Impact: increased parent and family engagement at Cure Elementary

Staff Responsible for Monitoring: Principal, Assistant Principal, Planning Committee

Funding Sources: Parent and Family Engagement Title I, Part A - Improving Basic Programs (211),

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May

Strategy 2

We will translate key communications into the primary home languages spoken by families, use multiple platforms (texts, emails, flyers, apps) to reach all families, and offer interpretation at meetings, events, and parent-teacher conferences.

Strategy's Expected Result/Impact: Increased family engagement, improved communication and trust, stronger sense of belonging and inclusion

Staff Responsible for Monitoring: Planning Committee, Principal, Assistant Principal

Funding Sources: Title I, Part A - Improving Basic Programs (211),

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May