

Lumberton Independent School District



Lumberton Intermediate School

2025-2026 Campus Improvement Plan

Mission Statement

"Challenge & inspire all students to develop their talents, becoming the best version of themselves"

Vision

"To be a premier school district with an inclusive culture for excellence in learning & leading"

Value Statement

Core Values

Activate each individual's full potential by:

Promoting innovation

Encouraging lifelong learning

Creating opportunities

Having high expectations for all

Exemplify character traits based on:

Honesty & integrity

Inclusiveness

Compassion

Work ethic

Perseverance

Confidence

Continue a tradition of excellence through:

Demonstrating Raider Pride

Exemplifying energetic leadership

Exuding positivity

Promoting a family atmosphere

Provide a positive environment with:

Opportunities to grow

Safe & nurturing conditions

Individuals who are team players

Strong relationships

High levels of community support

Transparent & timely communication


Family-oriented values

Table of Contents

Comprehensive Needs Assessment	5
Priority Problem Statements	7
Goals	10
Goal 1 : Ensure organizational improvement, strong school leadership, and effective plan...	11
Goal 2 : Recruit, select, assign, retain, develop, and support a full staff of highly qualified ...	17
Goal 3 : Encourage and promote positive culture among students and staff, and ensure p...	23
Goal 4 : Provide high quality curriculum, instruction, and assessments with the focus on ...	34



Comprehensive Needs Assessment



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

2
★

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

3
★

29% of the staff feel that campus administration visit their classes often.

Campus administration is not completing required classroom walk-throughs on a consistent basis.

4
★

Special Education Teaching positions are difficult to fill.

Shortage of certified special education applicants applying for jobs.

5
★

Servicing the growing number of identified dyslexia students requiring specific small group instruction for 180 minutes a week is difficult with a limited number of trained staff members. Also, pulling homeroom teachers to teach dyslexia small groups creates a lack of intervention for the students of those homeroom teachers.

Changes to DSY LAW and the handbook, 504 to SPED

6
★

Parent and community involvement at LIS have suffered due to the restraints of new safety measures.

Covid 19 changed the culture, school shooting, TEA safety and security

7
★

Students are not being properly served for academic and behavioral needs.

Lack of proper training in special education and behavioral techniques.

8
★

Campus safety guidelines are not being followed 100% of the time.

Inconsistent administrative follow-through on consistently implementing locked doors and offering frequent safety training.

★ = Priority



Goals

Goal 1 Ensure organizational improvement, strong school leadership, and effective planning (ESF Lever 1).(BG1)

Performance Objective 1 HB3 Goal

The Campus Leadership Team will meet regularly to collaboratively assess, plan, and make decisions for the campus systems, schedules, and daily affairs as well as communicate those decisions efficiently and effectively with all stakeholders.

Evaluation Data Source: Meeting Agendas and Sign-In Sheets

Strategy 1 Additional Targeted Support Strategy

Conduct ongoing evaluation of all available programs, services, and software.

Strategy's Expected Result/Impact: Improve quality of programs and services; Evaluate the need of technology applications and software; Increase budgetary efficiency.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

March

June

Strategy 2

Utilize and contribute to the district-wide event calendar to plan events that impact multiple campuses and/or departments.

Strategy's Expected Result/Impact: Parents are available to attend or join in informational meetings offered at a variety of times that do not conflict with other scheduled events in the district.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 3 Additional Targeted Support Strategy

Campus administration will meet weekly with the campus special education team.

Strategy's Expected Result/Impact: Address the needs of the special education team and students.

Staff Responsible for Monitoring: Campus Admin Team

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

2

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

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

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 **HB3 Goal**

Build leadership and improve capacity throughout the campus by providing training opportunities and resources to teachers, administrators, and other staff.

Evaluation Data Source: Certificates of completion, Sign-in sheets, and walk-throughs

Strategy 1 Additional Targeted Support Strategy

Provide clear communication about upcoming events, campus requirements, and current events on campus and district through weekly campus newsletter.

Strategy's Expected Result/Impact: Positive campus morale, grow communication and cohesiveness on campus

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

March

June

Strategy 2 Additional Targeted Support Strategy

Conduct regular Special Education Department meetings.

Strategy's Expected Result/Impact: Grow communication and cohesiveness in the Special Education Department.

Staff Responsible for Monitoring: Campus administration and Lead Special Education teacher

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1 - Student Achievement 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

March

June

Strategy 3 Additional Targeted Support Strategy

Provide opportunities for staff to utilize district Technology Specialists and Curriculum

Coordinators.

Strategy's Expected Result/Impact: Increased scores and positive morale

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%	Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.
2 Students identified with learning disabilities is growing every year.	The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%	Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
2 LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%	Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Goal 2 **Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators (ESF Lever 2).(BG2)**

Performance Objective 1 **HB3 Goal**

Provide job-specific training and professional learning to all staff members tailored to their individual professional needs.

Evaluation Data Source: Training Agendas and Sign-In Sheets

Strategy 1 **Additional Targeted Support Strategy**

Provide individualized teacher support from district instructional coaches.

Strategy's Expected Result/Impact: Increased scores and positive campus morale

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 2 **Additional Targeted Support Strategy**

Increased employee capacity and collective teacher efficacy through observation and feedback cycles.

Strategy's Expected Result/Impact: Increased scores, positive campus morale

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 3 Additional Targeted Support Strategy

Encourage and support instructional staff in seeking content-specific professional development opportunities, including optional professional learning opportunities on the district inservice days

Strategy's Expected Result/Impact: Increased scores, positive campus morale

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

November

March

June

Strategy 4 Additional Targeted Support Strategy

Provide opportunities for new teachers to observe in classes taught by experienced teachers.

Strategy's Expected Result/Impact: Increase teacher capacity.

Staff Responsible for Monitoring: Campus Admin.

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

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

Formative Reviews

Some Progress

November

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

2

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

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

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 **HB3 Goal**

Aim to ensure that 100% of the teachers are certified and effective.

Evaluation Data Source: Teacher and Paraprofessional Certification

Strategy 1

Ensure that every 1st year teacher has a district mentor.

Strategy's Expected Result/Impact: Increased teacher efficiency

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Accomplished

November

March

June

Strategy 2 **Additional Targeted Support Strategy**

Ensure that every teacher receives a minimum of 2 instructional walk-throughs a year. One walk-through per semester at minimum.

Strategy's Expected Result/Impact: Improve instructional strategies.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

2

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Goal 3

Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).(BG3)

Performance Objective 1

Provide explicit behavioral expectations and management systems for students and staff.

Evaluation Data Source: Discipline Referral Reports

Strategy 1

Implement a behavior management system with common language and school expectations.

Strategy's Expected Result/Impact: Decrease in office referrals

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Considerable Progress

November

March

June

Strategy 2

Present updated campus-wide behavior management system to staff and students.

Strategy's Expected Result/Impact: Understanding of the plan and correct implementation

Staff Responsible for Monitoring: Campus Leadership Team


Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

 Accomplished

November

March

June

Strategy 3

Provide parents with information on campus-wide behavioral system.

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

Staff Responsible for Monitoring: Campus Leadership Team


Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished

November

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>2 LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%</p>	<p>Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.</p>

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>1 LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%</p>	<p>Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.</p>

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%</p>	<p>Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.</p>

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

Problem Statement	Root Cause
<p>2 LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%</p>	<p>Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.</p>

Performance Objective 2

Engage families and the community on a regular basis and ensure consistent, transparent, and timely communication with all stakeholders

Evaluation Data Source: Parents will be provided with program information and strategies to help their children be successful in school.

Strategy 1 **Additional Targeted Support Strategy**

Inform parents and encourage participation in the following: family literacy night, math night,

schoolwide title meetings, parent and family engagement development and distribution, campus accountability meetings, book fair family night, music programs, class holiday parties, field day, 3rd grade pumpkin contest, 3rd grade Kickball Tournament, and awards day.

Strategy's Expected Result/Impact: Parents will be provided with program information and strategies to help their children be successful in school.

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

March

June

Strategy 2 Additional Targeted Support Strategy

Communicate campus events to parents and the community through the newsletter, social media, and Parent Square.

Strategy's Expected Result/Impact: Increased participation and school involvement

Staff Responsible for Monitoring: Campus Staff

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

2

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 3

Ensure the physical safety and security of all staff, students, and campus visitors.

Evaluation Data Source: Weekly safety documentation

Strategy 1

Provide monthly safety reminders and trainings, including but not limited to required drills.

Strategy's Expected Result/Impact: Increased awareness of safety measures

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

March

June

Strategy 2

Conduct weekly door sweeps for outside doors

Strategy's Expected Result/Impact: Exterior doors will be properly functioning and faulty doors will be corrected with a sense of urgency

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

March

June

Strategy 3

Ensure classroom doors are locked at all times during the instructional day

Strategy's Expected Result/Impact: Staff and students to feel safe and prepared in the event of an emergency

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

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

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 4 **HB3 Goal**

Provide Title 1 information and services to campus parents

Evaluation Data Source: Parent sign-in sheets and agendas

Strategy 1 **Additional Targeted Support Strategy**

Develop, distribute, and implement 2025-2026 school-parent compact.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Campus Leadership Team

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

March

June

Strategy 2 Additional Targeted Support Strategy

Develop and distribute a campus Title 1 School parent and Family Engagement Campus Policy PFE 2025-2026

Strategy's Expected Result/Impact: Increase transparency and school involvement

Staff Responsible for Monitoring: Campus Leadership Team

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

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 3 Additional Targeted Support Strategy

Provide Title 1 Parent Informational Meetings each semester

Strategy's Expected Result/Impact: Parents will be provided with program information and strategies to help their children be successful in school

Staff Responsible for Monitoring: Campus Leadership team

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

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 4 Additional Targeted Support Strategy

Offer Title 3 parents the opportunity for a small group setting prior to all title events

Strategy's Expected Result/Impact: Increased involvement and quality participation in the designated event

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

March

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

2

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

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

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Goal 4

Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).(BG4)

Performance Objective 1 HB3 Goal

Ensure alignment of the written, taught, and tested curriculum in content, context, and cognition.

Evaluation Data Source: Increase student scores

Strategy 1 Additional Targeted Support Strategy

Utilize Professional Learning communities, Backwards Design, unpacking the TEKS, Rigor/Relevance/Learner Engagement rubrics, and Lesson Internalization practices to plan instructional activities and interventions tailored to individual student needs.

Strategy's Expected Result/Impact: Provide high quality instruction, ensure student growth in Reading and Math by at least 2% as evidenced by Renaissance EOY scores

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 2 Additional Targeted Support Strategy

Identify and utilize priority standards at each grade level in RLA, Math, Social Studies, and Science to focus instructional practices on most impactful standards.

Strategy's Expected Result/Impact: Evaluate student performance and areas of academic deficiency that may have long term effect on student success; provide focused interventions, and ensure student growth in all core subjects and grade levels.

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

March

June

Strategy 3

Ensure unit-based teacher developed common formative assessments are administered consistently in RLA, Math, SS, and Science.

Strategy's Expected Result/Impact: Data analysis of the common assessments will inform teachers' decisions on how to best adjust instruction to meet the needs of all students.

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

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

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 HB3 Goal

Provide high quality instructional materials, resources, and professional development opportunities to all instructional staff.

Evaluation Data Source: Student growth in all core subjects and grade levels.

Strategy 1 Additional Targeted Support Strategy

Utilize TEKS Resource system to facilitate instructional planning

Strategy's Expected Result/Impact: Depth of student learning increased

Staff Responsible for Monitoring: Campus Leadership Team

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

March

June

Strategy 2 Additional Targeted Support Strategy

Provide professional learning opportunities for staff based on the latest research-based strategies and practices

Strategy's Expected Result/Impact: Increased student scores

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 3 HB3 Goal

Ensure all students have access to high quality instruction, materials, and services.

Evaluation Data Source: Campus Administration

Strategy 1

Provide Reading By Design Training for additional staff

Strategy's Expected Result/Impact: Continued small group instruction for Dyslexia identified students

Staff Responsible for Monitoring: Campus Leadership

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

March

June

Strategy 2

Provide ESL teachers with the training and materials necessary to ensure student success

Strategy's Expected Result/Impact: ESL students will show growth

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

March

June

Strategy 3

Provide targeted instruction to students with identified needs

Strategy's Expected Result/Impact: MTSS, Dyslexia, Special education, ESL, and all students will show academic growth

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress

November

March

June

Strategy 4

Teachers and students will have the necessary technological tools to access current curriculum and academic tools

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

March

June

Strategy 5 Additional Targeted Support Strategy

Students will write across disciplines

Strategy's Expected Result/Impact: Students will understand how the disciplines overlap

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

March

June

Strategy 6 Additional Targeted Support Strategy

4th and 5th grade teachers will desegregate data and provide necessary instruction to close the achievement gap on the 2026 STAAR results in RLA and Math.

Strategy's Expected Result/Impact: Students will score at least one level higher than their previous year on the STAAR test.

Staff Responsible for Monitoring: Campus Staff and Administration

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

March

June

Strategy 7 Additional Targeted Support Strategy

Targeted small group instruction on low scoring TEKS will be provided to all students.

Strategy's Expected Result/Impact: Improved 2026 STAAR results

Staff Responsible for Monitoring: Campus Staff

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

March

June

Strategy 8 Additional Targeted Support Strategy

Teachers will internalize lesson plans.

Strategy's Expected Result/Impact: Improved EOY Renaissance results and improved 2026 STAAR results

Staff Responsible for Monitoring: Campus Admin.

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress

November

March

June

Strategy 9 Additional Targeted Support Strategy

Teachers will track growth of two or more race identified students in small group instruction, specialized computer instruction, and TEKs.

Strategy's Expected Result/Impact: The sub population of two or more races will show growth in reading and math on the 2026 STAAR at 62%

Staff Responsible for Monitoring: Teachers

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

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

Formative Reviews

Some Progress

November

March

June

Strategy 10 Additional Targeted Support Strategy

After school tutorials will be offered to students who are identified as two or more races, along with students who did not make adequate progress on the 2025 STAAR assessment

Strategy's Expected Result/Impact: Improved growth on the 2026 STAAR

Staff Responsible for Monitoring: Teachers and Admin

Problem Statements: Student Learning 2 - Student Achievement 1 - School Processes & Programs 1 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

March

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

2

Students identified with learning disabilities is growing every year.

The growing number of special education students being identified, makes it hard to service them in small groups with adequately trained staff.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.

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

Problem Statement

Root Cause

2

LIS STAAR scores fluctuate from year to year. Focus from 2025 STAAR- Two or more races growth in reading and math needs to be 62%

Limited small group instruction and lack of fidelity with PLCs and Lesson Plans.