

Lumberton Independent School District



Lumberton Primary School

2025-2026 Campus Improvement Plan

Mission Statement

LISD: To challenge and inspire all students to develop their talents, becoming the best version of themselves.

LPS: We work hard, think big, and grow every day!

Vision

LISD: To be a premier school district with an inclusive culture for excellence in learning and leading

LPS: We read, solve problems, believe in ourselves and always try our best because we belong here.

Value Statement

We work hard, think big, and grow every day!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Data Documentation for CNA	18
Improvement Planning Data	19
Accountability Data	19
Student Data: Assessments	19
Student Data: Student Groups	19
Student Data: Behavior and Other Indicators	20
Employee Data	20
Parent/Community Data	20
Support Systems and Other Data	21
Goals	22
Goal 1 : Goal 1: Ensure organizational improvement, strong school leadership, and effecti...	23
Goal 2 : Recruit, select, assign, retain, develop, and support a full staff of highly qualified ...	32
Goal 3 : Encourage and promote positive culture among students and staff, and ensure p...	37
Goal 4 : Provide high-quality curriculum, instruction, and assessments with a focus on st...	47



Comprehensive Needs Assessment

Demographics

Summary

Lumberton Primary School serves 569 students in grades 1 and 2 during the 2024–2025 school year. Our campus is committed to providing a safe, supportive, and engaging learning environment where all students can thrive academically, socially, and emotionally.

Our student population includes 47.0% male and 52.9% female students. The ethnic composition of our students is: 84.72% White, 10.94% Hispanic, 0% African American, 0.35% American Indian/Alaskan Native, 0.87% Asian, 0.17% Pacific Islander, and 2.95% two or more races.

Lumberton Primary serves a diverse range of learners. We currently serve:

- 104 students (15.7%) in Special Education,
- 63 students with 504 accommodations,
- 33 students receiving Dyslexia services,
- 27 students in speech services,
- 224 students identified as economically disadvantaged,
- And additional students through ESL and MTSS supports.

Over the past three years, our campus has shown positive trends in both student support and academic performance. Class sizes have improved (from an average of 1:21.5 in 2022–2023 to 1:18.5 in 2024–2025), giving teachers more opportunity to individualize instruction. Reading proficiency for 1st graders continues to rise — growing from 36% in 2022–2023 to 64% at or above grade level in 2024–2025 — and the number of student referrals has decreased significantly, indicating earlier identification of needs and more effective intervention supports.

At Lumberton Primary, we are dedicated to ensuring that all students, including those in Special Education, ESL, RTI, Dyslexia, and 504 programs, have equitable access to high-quality instruction, materials, and services. Through strong collaborative practices, a focus on data-driven instruction, and partnerships with families and the community, we work every day to prepare our students for success in future academic opportunities and beyond.

Strengths

- **Rising student achievement in early literacy** — 1st-grade reading proficiency increased from 36% (2022–2023) to 64% (2024–2025), reflecting the successful impact of focused literacy instruction, including the use of Reading Horizons and Bluebonnet resources.
- **Decreasing number of behavior and academic referrals** — referrals dropped from 441 in 2022–2023 to 126 in 2024–2025, suggesting earlier identification of student needs, more effective classroom interventions, and an increasingly positive school climate.
- **Smaller class sizes** — student-to-teacher ratios have improved over three years (from 1:21.5 in 2022–2023 to 1:18.5 in 2024–2025), allowing for more individualized instruction and stronger student-teacher relationships.
- **Strong inclusion practices** — increasing numbers of students with diverse learning needs (Special Education, Dyslexia, 504, RTI, ESL) are being supported through equitable access to instruction and services, aligned with ESF Lever 4 & 5 expectations.
- **Positive trend in targeted interventions** — consistent use of data-driven RTI practices is resulting in fewer referrals and earlier academic gains, particularly in foundational reading skills.

- **Improved teacher retention** — of the 43 classroom teachers in 2024-2025, 38 are returning teachers, helping to maintain instructional consistency and a strong campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



The growing number of students receiving Special Education services, combined with unchanged classroom ratios, is increasing instructional demands on classroom teachers and may impact their ability to effectively meet the diverse learning needs of all students.

An increase in the number of students requiring Special Education services has not been matched by adjustments in staffing, scheduling, or support structures, resulting in higher demands on general education teachers without additional resources.

 = Priority

Student Learning

Summary

24-25 Reading Summary:

- The campus goal for Reading proficiency is 85% at or above grade level by the end of the year.
- In 1st grade, students grew from 50.5% at or above at BOY to **64% at EOY** — demonstrating strong improvement in early literacy skills.
- In 2nd grade, students moved from 51% at BOY to **56% at EOY**.
- The percentage of students scoring well below benchmark decreased in both grades by EOY, reflecting positive momentum from targeted reading interventions (including Reading Horizons and Bluebonnet resources).

24-25 Math Summary:

- The campus goal for Math proficiency is also 85% at or above grade level.
- In 1st grade, students improved from 42% at BOY to **68% at EOY**, showing significant gains in number sense and problem-solving skills.
- In 2nd grade, students demonstrated consistent strength, increasing from 67% at BOY to **82% at EOY**.
- Both grade levels also saw meaningful reductions in students performing well below grade level, indicating that instructional supports are effectively closing gaps.

Summary:

Overall, Lumberton Primary students are making strong academic progress this year. Math gains are especially noteworthy in both grade levels. Reading continues to trend upward, with opportunities to further strengthen 2nd-grade reading proficiency moving forward. The data also reflects effective use of tiered interventions and a strong commitment to academic growth for all learners.

Strengths

Strong Math Growth Across Both Grades

- 1st grade math proficiency jumped from 42% (BOY) to **68% at EOY**
- 2nd grade math proficiency increased from 67% (BOY) to an impressive **82% at EOY**
- Significant reduction in students scoring well below level — only 3% in 1st grade and 1% in 2nd grade by EOY — showing that interventions are closing gaps effectively.

1st Grade Reading Gains

- 1st grade reading improved from 50.5% (BOY) to **64% at EOY** — a solid gain in early literacy development.

Fewer Students Performing Well Below Level

- Both reading and math data reflect a reduction in the percentage of students performing well below grade level — showing the success of targeted supports such as RTI, Reading Horizons, and small-group interventions.

Consistency in Instruction

- Across both content areas, students are showing growth from BOY to EOY — suggesting that core instruction and intervention strategies are becoming more effective and consistent campus-wide.

2nd Grade Math Outperformance

Lumberton Primary School Campus #101

Generated by Plan4Learning.com, March 02, 2026 at 10:26 AM

- 2nd grade math results are especially strong — with the campus exceeding typical expectations for growth and high percentages of students reaching or exceeding grade level (82%).

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.

While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.

2
★

A significant number of students are not meeting grade-level expectations in reading fluency, particularly those performing below grade level, which is hindering their overall academic success and progress across content areas.

Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.

3
★

Limited access to student devices is preventing full implementation of the Reading Horizons curriculum, resulting in missed opportunities for student engagement and gaps in instructional data that could be used to inform and enhance teaching practices.

Insufficient availability of student devices limits consistent access to the Reading Horizons program, reducing opportunities for students to engage with the curriculum and for teachers to collect meaningful instructional data.

4
★

A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.

The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

5
★

Due to limited device access, students are unable to fully engage with the Reading Horizons curriculum. As a result, teachers are missing valuable data that could inform and strengthen their instruction.

Lack to individual devices available to students

★ = Priority

School Processes & Programs

Summary

At Lumberton Primary, curriculum and instruction are grounded in the TEKS and supported by high-quality resources such as Reading Horizons, Bluebonnet, and research-based math and reading programs. Teachers engage in regular professional development focused on literacy, math, behavior management including CHAMPS this year, and data-driven instruction. Leadership and decision-making processes are collaborative, with input from the campus leadership team, teacher leaders, and PLCs. Communication with families is strong, utilizing remind, newsletters, social media and family engagement events to foster partnerships. The master schedule supports small group instruction, MTSS interventions, SPED inclusion, ESL services, and enrichment opportunities. Support services, including MTSS, 504, SPED, Dyslexia, and speech, are embedded into daily instruction. Students benefit from extracurricular and cocurricular opportunities such as music programs, Book Fair Family Nights, and campus events. Overall, the school's systems and processes are aligned to promote academic growth and student well-being.

Strengths

At our school, we prioritize a collaborative team approach to decision-making, ensuring that diverse perspectives are considered and that our strategies are well-rounded and effective. By engaging our curriculum team and Professional Learning Communities (PLCs), we foster an environment of continuous improvement and shared responsibility for student success. This collaborative framework has been instrumental in the significant progress we have made in our redirection program, which focuses on guiding students towards positive behavioral choices. Additionally, our behavior management strategies have been enhanced, resulting in a more supportive and conducive learning environment for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Inconsistent implementation of school-wide behavior expectations has led to varied student understanding of appropriate behavior, contributing to frequent disruptions and an unsafe learning environment.</p>	<p>There is inconsistent implementation of school-wide behavior expectations and management strategies, leading to varied student understanding and accountability across classrooms.</p>
<p>2 ★</p> <p>A lack of consistent professional development in effective behavior management has contributed to classroom disruptions and reduced instructional time.</p>	<p>Teachers may lack sufficient professional development in proactive classroom management, trauma-informed practices, and effective behavior intervention strategies.</p>
<p>3 ★</p> <p>Insufficient campus-wide tiered behavioral supports has resulted in an over-reliance on classroom teachers to manage challenging behaviors without appropriate interventions, impacting classroom learning environments.</p>	<p>There are gaps in tiered behavioral supports (MTSS), leaving classroom teachers without adequate resources or interventions for students with escalating behavior needs.</p>
<p>4 ★</p> <p>An increase in student social-emotional and mental health needs is contributing to higher rates of disruptive behavior and negatively affecting student engagement and academic progress.</p>	<p>An increase in unmet social-emotional needs among students, combined with limited mental health or counseling supports, is contributing to higher rates of disruptive behavior.</p>
<p>5 ★</p> <p>Due to limited device access, students are unable to fully engage with the Reading Horizons curriculum. As a result, teachers are missing valuable data that could inform and strengthen their instruction.</p>	<p>Lack to individual devices available to students</p>

★ = Priority

Perceptions

Summary

Overall, feedback from our families is strongly positive regarding how we conduct business at Lumberton Primary School. The majority of parents rated their child's experience, communication, and the school environment as 4 or 5 on a 5-point scale. Many families expressed feeling well-informed about their child's progress and school events, and described the campus as welcoming and inclusive.

Most parents identified Remind and Email as their most effective communication methods, followed by Social Media and in-person meetings. While the feedback shows that the school is doing well in creating a positive experience and strong communication with families, some responses did highlight opportunities for continued improvement in consistency of communication and outreach to all families.

Overall, families feel that the school maintains a positive culture, communicates effectively, and provides a welcoming environment for both students and parents.

Strengths

One of Lumberton Primary's key strengths is the positive experience it provides for students and families. The majority of parents rated their satisfaction with their child's experience, communication with the school, and the overall school environment as 4s and 5s on a 5-point scale. Families consistently described the campus as welcoming, inclusive, and supportive, with strong relationships between staff and students. Communication was another highlight, with Remind, email, and social media noted as the most effective tools for keeping families informed. The positive tone of the feedback reflects the staff's commitment to building strong partnerships with families, maintaining a positive school culture, and ensuring that parents feel connected to their child's education.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause


1



While teacher morale is currently very strong and parents express a desire to be engaged and connected, existing opportunities for parent involvement may not fully meet parent expectations, leaving room to further strengthen family-school partnerships and community engagement.

Current systems for parent involvement are not yet fully structured or varied enough to meet the diverse needs and interests of families, limiting opportunities for deeper connection and consistent engagement with the school community.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The growing number of students receiving Special Education services, combined with unchanged classroom ratios, is increasing instructional demands on classroom teachers and may impact their ability to effectively meet the diverse learning needs of all students.

An increase in the number of students requiring Special Education services has not been matched by adjustments in staffing, scheduling, or support structures, resulting in higher demands on general education teachers without additional resources.

2
★

1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.

While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.

3
★

A significant number of students are not meeting grade-level expectations in reading fluency, particularly those performing below grade level, which is hindering their overall academic success and progress across content areas.

Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.

4
★

Limited access to student devices is preventing full implementation of the Reading Horizons curriculum, resulting in missed opportunities for student engagement and gaps in instructional data that could be used to inform and enhance teaching practices.

Insufficient availability of student devices limits consistent access to the Reading Horizons program, reducing opportunities for students to engage with the curriculum and for teachers to collect meaningful instructional data.

5
★

A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.

The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

6★

Inconsistent implementation of school-wide behavior expectations has led to varied student understanding of appropriate behavior, contributing to frequent disruptions and an unsafe learning environment.

There is inconsistent implementation of school-wide behavior expectations and management strategies, leading to varied student understanding and accountability across classrooms.

7★

A lack of consistent professional development in effective behavior management has contributed to classroom disruptions and reduced instructional time.

Teachers may lack sufficient professional development in proactive classroom management, trauma-informed practices, and effective behavior intervention strategies.

8★

Insufficient campus-wide tiered behavioral supports has resulted in an over-reliance on classroom teachers to manage challenging behaviors without appropriate interventions, impacting classroom learning environments.

There are gaps in tiered behavioral supports (MTSS), leaving classroom teachers without adequate resources or interventions for students with escalating behavior needs.

9★

An increase in student social-emotional and mental health needs is contributing to higher rates of disruptive behavior and negatively affecting student engagement and academic progress.

An increase in unmet social-emotional needs among students, combined with limited mental health or counseling supports, is contributing to higher rates of disruptive behavior.

10★

While teacher morale is currently very strong and parents express a desire to be engaged and connected, existing opportunities for parent involvement may not fully meet parent expectations, leaving room to further strengthen family-school partnerships and community engagement.

Current systems for parent involvement are not yet fully structured or varied enough to meet the diverse needs and interests of families, limiting opportunities for deeper connection and consistent engagement with the school community.

11★

Due to limited device access, students are unable to fully engage with the Reading Horizons curriculum. As a result, teachers are missing valuable data that could inform and strengthen their instruction.

Lack to individual devices available to students

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results



Goals

Goal 1

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

Performance Objective 1 HB3 Goal

The Campus Leadership Team will meet regularly to collaboratively assess campus needs, plan and make decisions related to systems, schedules, and daily operations, and communicate those decisions clearly and effectively to all stakeholders.

Evaluation Data Source: Newsletters, meeting agendas, sign-in sheets

Strategy 1

Conduct ongoing evaluation of all instructional programs, schedules, services, and software to ensure alignment with campus goals, effectiveness in improving student outcomes, and efficient use of resources.

Strategy's Expected Result/Impact: Improved alignment of programs and resources with campus priorities, more effective instructional practices, and greater impact on student achievement through the continued use of high-quality, data-driven programs and services.

Staff Responsible for Monitoring: Campus administrators, leadership team, grade level leaders

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 2

Establish consistent and transparent communication practices between administration, the leadership team, and staff through weekly newsletters, regular team meetings, written updates, and feedback opportunities to ensure alignment, build trust, and promote a positive and informed campus culture.

Strategy's Expected Result/Impact: Increased staff awareness and understanding of campus priorities, decisions, and initiatives

Improved trust and collaboration between staff and leadership

Greater alignment of instructional practices and campus-wide expectations

Higher levels of staff engagement, morale, and sense of being valued and heard

More efficient implementation of campus plans and initiatives due to clear communication

Staff Responsible for Monitoring: Administrators and leadership team

Problem Statements: Demographics 1 - School Processes & Programs 1, 3

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The growing number of students receiving Special Education services, combined with unchanged classroom ratios, is increasing instructional demands on classroom teachers and may impact their ability to effectively meet the diverse learning needs of all students.

An increase in the number of students requiring Special Education services has not been matched by adjustments in staffing, scheduling, or support structures, resulting in higher demands on general education teachers without additional resources.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.

While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.

A significant number of students are not meeting grade-level expectations in reading fluency, particularly those

Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily

2

performing below grade level, which is hindering their overall academic success and progress across content areas.

opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.

3

Limited access to student devices is preventing full implementation of the Reading Horizons curriculum, resulting in missed opportunities for student engagement and gaps in instructional data that could be used to inform and enhance teaching practices.

Insufficient availability of student devices limits consistent access to the Reading Horizons program, reducing opportunities for students to engage with the curriculum and for teachers to collect meaningful instructional data.

4

A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.

The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistent implementation of school-wide behavior expectations has led to varied student understanding of appropriate behavior, contributing to frequent disruptions and an unsafe learning environment.

There is inconsistent implementation of school-wide behavior expectations and management strategies, leading to varied student understanding and accountability across classrooms.

2

A lack of consistent professional development in effective behavior management has contributed to classroom disruptions and reduced instructional time.

Teachers may lack sufficient professional development in proactive classroom management, trauma-informed practices, and effective behavior intervention strategies.

3

Insufficient campus-wide tiered behavioral supports has resulted in an over-reliance on classroom teachers to manage challenging behaviors without appropriate interventions, impacting classroom learning environments.

There are gaps in tiered behavioral supports (MTSS), leaving classroom teachers without adequate resources or interventions for students with escalating behavior needs.

4

An increase in student social-emotional and mental health needs is contributing to higher rates of disruptive behavior and negatively affecting student engagement and academic progress.

An increase in unmet social-emotional needs among students, combined with limited mental health or counseling supports, is contributing to higher rates of disruptive behavior.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

While teacher morale is currently very strong and parents express a desire to be engaged and connected, existing opportunities for parent involvement may not fully meet parent expectations, leaving room to further strengthen family-school partnerships and community engagement.

Current systems for parent involvement are not yet fully structured or varied enough to meet the diverse needs and interests of families, limiting opportunities for deeper connection and consistent engagement with the school community.

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 calendars, walk-through evaluations/ notes, newsletters

Strategy 1

Conduct instructional learning walks with staff (at least 2 per semester) focused on building instructional capacity, promoting reflective practice, and fostering a collaborative learning culture across the campus.

Strategy's Expected Result/Impact: Increased teacher instructional capacity and reflective practice, greater alignment of instructional strategies across classrooms, and a stronger campus-wide culture of collaboration and continuous improvement.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 2

Incorporate staff-led professional development into regular staff meetings to promote peer learning, build leadership capacity, and foster a collaborative culture of shared expertise and continuous growth.

Strategy's Expected Result/Impact: Increased teacher leadership and ownership of professional learning, strengthened staff collaboration, and greater sharing of effective instructional practices across the campus.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4

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, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

March

June

Strategy 3

Embed professional development videos, inspirational content, and informational resources into the weekly staff newsletter to support continuous learning, boost staff morale, and promote a positive and informed campus culture.

Strategy's Expected Result/Impact: Increased staff engagement with professional learning, enhanced morale through positive and inspiring content, and improved awareness of instructional practices and campus initiatives.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1

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

Formative Reviews

Some Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

The growing number of students receiving Special Education services,

An increase in the number of students requiring Special Education services has

1

combined with unchanged classroom ratios, is increasing instructional demands on classroom teachers and may impact their ability to effectively meet the diverse learning needs of all students.

not been matched by adjustments in staffing, scheduling, or support structures, resulting in higher demands on general education teachers without additional resources.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.

While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.

2

A significant number of students are not meeting grade-level expectations in reading fluency, particularly those performing below grade level, which is hindering their overall academic success and progress across content areas.

Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.

3

Limited access to student devices is preventing full implementation of the Reading Horizons curriculum, resulting in missed opportunities for student engagement and gaps in instructional data that could be used to inform and enhance teaching practices.

Insufficient availability of student devices limits consistent access to the Reading Horizons program, reducing opportunities for students to engage with the curriculum and for teachers to collect meaningful instructional data.

4

A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.

The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistent implementation of school-wide behavior expectations has led to varied student understanding of appropriate behavior, contributing to frequent disruptions and an unsafe learning environment.

There is inconsistent implementation of school-wide behavior expectations and management strategies, leading to varied student understanding and accountability across classrooms.

2

A lack of consistent professional development in effective behavior management has contributed to classroom disruptions and reduced instructional time.

Teachers may lack sufficient professional development in proactive classroom management, trauma-informed practices, and effective behavior intervention strategies.

3

Insufficient campus-wide tiered behavioral supports has resulted in an over-reliance on classroom teachers to manage challenging behaviors without appropriate interventions, impacting classroom learning environments.

There are gaps in tiered behavioral supports (MTSS), leaving classroom teachers without adequate resources or interventions for students with escalating behavior needs.

4

An increase in student social-emotional and mental health needs is contributing to higher rates of disruptive behavior and negatively affecting student engagement and academic progress.

An increase in unmet social-emotional needs among students, combined with limited mental health or counseling supports, is contributing to higher rates of disruptive behavior.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

While teacher morale is currently very strong and parents express a desire to be engaged and connected, existing opportunities for parent involvement may not fully meet parent expectations, leaving room to further strengthen family-school partnerships and community engagement.

Current systems for parent involvement are not yet fully structured or varied enough to meet the diverse needs and interests of families, limiting opportunities for deeper connection and consistent engagement with the school community.

Performance Objective 3

Increase campus leadership capacity through active participation in the Texas Instructional Leadership (TIL) program, applying learned practices to strengthen instructional effectiveness and support continuous school improvement.

Evaluation Data Source: Training Certificates, Sign-in sheets, and calendars.

Strategy 1

Leaders will engage in ongoing training, practice, and reflection to deepen their instructional leadership skills. Campus administrators will then implement learned strategies, while modeling best practices and supporting teachers in improving student outcomes.

Strategy's Expected Result/Impact: Campus leadership capacity will be strengthened, resulting in more consistent and effective instructional practices, improved teacher support, and increased student achievement. Leaders will demonstrate growth in their ability to provide meaningful feedback, facilitate data-driven decision-making, and lead collaborative planning, ultimately fostering a culture of continuous improvement across the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, TIL Co-hort Leaders

Problem Statements: Student Learning 1, 2, 4

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.	While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.
2	A significant number of students are not meeting grade-level expectations in reading fluency, particularly those performing below grade level, which is hindering their overall academic success and progress across content areas.	Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.
4	A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.	The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

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

Performance Objective 1

Continue utilizing the structured mentorship program for all new and new-to-the-district teachers, pairing them with experienced, high-performing educators and providing quarterly coaching, regular meetings, and professional learning opportunities

Evaluation Data Source: Mentor/Mentee agreement, quarterly signature pages, meeting dates/sign-in sheets

Strategy 1

Utilize the current mentor framework -- including established guidelines, checklists, and required topics of discussion -- to ensure consistency and alignment in the support provided to new staff. This will promote cohesive messaging, shared expectations, and equitable professional growth experiences across all mentor-mentee partnerships.

Strategy's Expected Result/Impact: New teachers will receive consistent, high-quality mentorship aligned to campus priorities and instructional expectations. This will lead to increased confidence and competency among new staff, greater instructional alignment across classrooms, and improved teacher retention and student outcomes.

Staff Responsible for Monitoring: Mentor teachers, administration

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4

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

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The growing number of students receiving Special Education services, combined with unchanged classroom ratios, is increasing instructional demands on classroom teachers and may

An increase in the number of students requiring Special Education services has not been matched by adjustments in staffing, scheduling, or support structures, resulting in higher demands

impact their ability to effectively meet the diverse learning needs of all students.

on general education teachers without additional resources.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 <p data-bbox="310 310 841 499">1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.</p>	<p data-bbox="883 310 1438 562">While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.</p>
2 <p data-bbox="310 659 846 848">A significant number of students are not meeting grade-level expectations in reading fluency, particularly those performing below grade level, which is hindering their overall academic success and progress across content areas.</p>	<p data-bbox="883 659 1438 974">Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.</p>
3 <p data-bbox="310 1073 846 1289">Limited access to student devices is preventing full implementation of the Reading Horizons curriculum, resulting in missed opportunities for student engagement and gaps in instructional data that could be used to inform and enhance teaching practices.</p>	<p data-bbox="883 1073 1438 1262">Insufficient availability of student devices limits consistent access to the Reading Horizons program, reducing opportunities for students to engage with the curriculum and for teachers to collect meaningful instructional data.</p>
4 <p data-bbox="310 1388 857 1640">A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.</p>	<p data-bbox="883 1388 1414 1577">The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.</p>

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p data-bbox="310 1850 824 1955">Inconsistent implementation of school-wide behavior expectations has led to varied student understanding of</p>	<p data-bbox="883 1850 1438 1955">There is inconsistent implementation of school-wide behavior expectations and management strategies, leading to varied</p>

1

appropriate behavior, contributing to frequent disruptions and an unsafe learning environment.

student understanding and accountability across classrooms.

2

A lack of consistent professional development in effective behavior management has contributed to classroom disruptions and reduced instructional time.

Teachers may lack sufficient professional development in proactive classroom management, trauma-informed practices, and effective behavior intervention strategies.

3

Insufficient campus-wide tiered behavioral supports has resulted in an over-reliance on classroom teachers to manage challenging behaviors without appropriate interventions, impacting classroom learning environments.

There are gaps in tiered behavioral supports (MTSS), leaving classroom teachers without adequate resources or interventions for students with escalating behavior needs.

4

An increase in student social-emotional and mental health needs is contributing to higher rates of disruptive behavior and negatively affecting student engagement and academic progress.

An increase in unmet social-emotional needs among students, combined with limited mental health or counseling supports, is contributing to higher rates of disruptive behavior.

Performance Objective 2

Teachers will actively participate in 4 learning walks (2 per semester) focused on instructional practices and student engagement. These walks will support teacher growth, promote reflective practice, and align professional development efforts with observed instructional needs, contributing to an overall increase in instructional effectiveness and teacher retention.

Evaluation Data Source: Calendar, feedback forms, sign-in sheets

Strategy 1

Establish a Clear Schedule: Calendar learning walks in advance and communicate dates/ instructional focus to staff, promoting transparency and building trust.

Strategy's Expected Result/Impact: Teachers will feel informed and prepared for learning walks, fostering a sense of transparency and trust. A predictable schedule will also allow leaders to conduct walks consistently, leading to more reliable data on instructional practices and ensuring that feedback is timely and ongoing. Over time, this will contribute to a positive school culture focused on professional growth and improved instructional quality.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The growing number of students receiving Special Education services, combined with unchanged classroom ratios, is increasing instructional demands on classroom teachers and may impact their ability to effectively meet the diverse learning needs of all students.

An increase in the number of students requiring Special Education services has not been matched by adjustments in staffing, scheduling, or support structures, resulting in higher demands on general education teachers without additional resources.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.

While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.

2

A significant number of students are not meeting grade-level expectations in reading fluency, particularly those performing below grade level, which is hindering their overall academic success and progress across content areas.

Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.

3

Limited access to student devices is preventing full implementation of the Reading Horizons curriculum, resulting in missed opportunities for student engagement and gaps in instructional data that could be used to inform and enhance teaching practices.

Insufficient availability of student devices limits consistent access to the Reading Horizons program, reducing opportunities for students to engage with the curriculum and for teachers to collect meaningful instructional data.

4

A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.

The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistent implementation of school-wide behavior expectations has led to varied student understanding of appropriate behavior, contributing to frequent disruptions and an unsafe learning environment.

There is inconsistent implementation of school-wide behavior expectations and management strategies, leading to varied student understanding and accountability across classrooms.

2

A lack of consistent professional development in effective behavior management has contributed to classroom disruptions and reduced instructional time.

Teachers may lack sufficient professional development in proactive classroom management, trauma-informed practices, and effective behavior intervention strategies.

3

Insufficient campus-wide tiered behavioral supports has resulted in an over-reliance on classroom teachers to manage challenging behaviors without appropriate interventions, impacting classroom learning environments.

There are gaps in tiered behavioral supports (MTSS), leaving classroom teachers without adequate resources or interventions for students with escalating behavior needs.

4

An increase in student social-emotional and mental health needs is contributing to higher rates of disruptive behavior and negatively affecting student engagement and academic progress.

An increase in unmet social-emotional needs among students, combined with limited mental health or counseling supports, is contributing to higher rates of disruptive behavior.

Goal 3

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

Performance Objective 1

Establish and consistently implement clear behavioral expectations and positive behavior management systems, fostering a safe, respectful, and supportive school environment.

Evaluation Data Source: discipline referral reports, observation, surveys

Strategy 1

Implement a campus-wide behavior management system utilizing the CHAMPS program to establish common language, consistent expectations, and positive behavior supports across all classrooms and common areas. This approach will ensure that both students and staff understand and uphold shared behavioral expectations, contributing to a cohesive and supportive school climate.

Strategy's Expected Result/Impact: Students and staff will demonstrate a consistent understanding and use of the CHAMPS common language and behavioral expectations across the campus. This will lead to improved classroom management, a reduction in office referrals, increased instructional time, and a more positive, respectful school culture.

Staff Responsible for Monitoring: Campus leadership team, administration

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4

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

Provide comprehensive training for all staff on the CHAMPS program prior to the start of the school year, with ongoing support through follow-up sessions, coaching, and professional learning communities. This will ensure all staff are equipped to consistently implement CHAMPS strategies and reinforce common behavioral expectations across the campus.

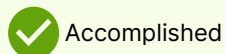
Strategy's Expected Result/Impact: All staff will consistently implement CHAMPS strategies with fidelity, using common language and clearly defined behavioral expectations in classrooms and common areas. This will result in a unified approach to behavior management and contribute to a positive, predictable, and supportive learning environment for all students.

Staff Responsible for Monitoring: campus leadership team, administration

Problem Statements: School Processes & Programs 1, 2, 3, 4

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

Formative Reviews



Accomplished

November

March

June

Strategy 3

Communicate the CHAMPS program and campus behavioral expectations to parents through multiple channels, including parent newsletters, the school website, parent-teacher conferences, and family engagement events. This will ensure parents are informed and can reinforce the common language and expectations at home, fostering strong school-family partnerships that support positive student behavior.

Strategy's Expected Result/Impact: Parents will have a clear understanding of the CHAMPS program and campus behavioral expectations, leading to greater consistency between home and school. Increased parent awareness and support will contribute to improved student behavior, stronger school-home partnerships, and a more positive school climate.

Staff Responsible for Monitoring: Campus leadership team

Problem Statements: School Processes & Programs 1, 2, 3, 4 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

March

June

Strategy 4

Begin each day with a structured morning meeting that incorporates positive affirmations paired with hand motions, fostering a supportive classroom community, building student confidence, and setting a positive tone for learning

Strategy's Expected Result/Impact: Students will begin each day with a positive mindset, increased confidence, and a stronger sense of classroom community. Consistent use of affirmations and hand motions will support social-emotional growth, improve student engagement, and create a welcoming environment that enhances readiness for learning.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, teachers, Paraprofessionals

Formative Reviews

Considerable Progress

November

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.	While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.
2	A significant number of students are not meeting grade-level expectations in reading fluency, particularly those performing below grade level, which is hindering their overall academic success and progress across content areas.	Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.
3	Limited access to student devices is preventing full implementation of the Reading Horizons curriculum, resulting in missed opportunities for student engagement and gaps in instructional data that could be used to inform and enhance teaching practices.	Insufficient availability of student devices limits consistent access to the Reading Horizons program, reducing opportunities for students to engage with the curriculum and for teachers to collect meaningful instructional data.
4	A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.	The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistent implementation of school-wide behavior expectations has led to varied student understanding of appropriate behavior, contributing to frequent disruptions and an unsafe learning environment.

There is inconsistent implementation of school-wide behavior expectations and management strategies, leading to varied student understanding and accountability across classrooms.

2

A lack of consistent professional development in effective behavior management has contributed to classroom disruptions and reduced instructional time.

Teachers may lack sufficient professional development in proactive classroom management, trauma-informed practices, and effective behavior intervention strategies.

3

Insufficient campus-wide tiered behavioral supports has resulted in an over-reliance on classroom teachers to manage challenging behaviors without appropriate interventions, impacting classroom learning environments.

There are gaps in tiered behavioral supports (MTSS), leaving classroom teachers without adequate resources or interventions for students with escalating behavior needs.

4

An increase in student social-emotional and mental health needs is contributing to higher rates of disruptive behavior and negatively affecting student engagement and academic progress.

An increase in unmet social-emotional needs among students, combined with limited mental health or counseling supports, is contributing to higher rates of disruptive behavior.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

While teacher morale is currently very strong and parents express a desire to be engaged and connected, existing opportunities for parent involvement may not fully meet parent expectations, leaving room to further strengthen family-school partnerships and community engagement.

Current systems for parent involvement are not yet fully structured or varied enough to meet the diverse needs and interests of families, limiting opportunities for deeper connection and consistent engagement with the school community.

Performance Objective 2

Actively engage families and the community through regular, transparent, and timely communication, fostering strong relationships and ensuring all stakeholders are well-informed and connected to the school's goals, activities, and progress.

Strategy 1

Implement and utilize the new ParentSquare app as a primary tool for delivering regular, transparent, and timely communication to families. Provide training and support to staff and parents to ensure effective use of the platform, enabling consistent updates on school events, classroom activities, important announcements, and opportunities for family engagement.

Strategy's Expected Result/Impact: Increased parent awareness and engagement through consistent use of the ParentSquare app, resulting in improved communication between the school and families, higher participation in school events and activities, and stronger partnerships that support student success. This will foster stronger connections between the school and families and ensure all stakeholders remain informed and involved.

Staff Responsible for Monitoring: Campus leadership team

Problem Statements: Perceptions 1

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 2

Communicate campus events and important information to parents and the community through multiple channels -- including newsletters, PeachJar, social media, and Remind -- to ensure timely, consistent, and wide-reaching engagement.

Strategy's Expected Result/Impact: Parents and community members will remain well-informed and engaged in campus activities through consistent communication across multiple platforms, leading to increased participation in school events and strengthened school-community relationships.

Staff Responsible for Monitoring: Campus staff

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1	While teacher morale is currently very strong and parents express a desire to be engaged and connected, existing opportunities for parent involvement may not fully meet parent expectations, leaving room to further strengthen family-school partnerships and community engagement.
	Current systems for parent involvement are not yet fully structured or varied enough to meet the diverse needs and interests of families, limiting opportunities for deeper connection and consistent engagement with the school community.

Performance Objective 3

implement and maintain systems, procedures, and practices to ensure the physical safety and security of all staff, students, and district visitors, fostering a secure and supportive learning environment.

Evaluation Data Source: Weekly safety documentation, training agendas, sign-in sheets, newsletters

Strategy 1

Provide monthly safety training and reminders to all staff -- including, but not limited to, required emergency drills -- to ensure consistent awareness, preparedness, and implementation of campus safety protocols.

Strategy's Expected Result/Impact: Staff will demonstrate increased awareness and preparedness in responding to safety procedures, resulting in improved execution of emergency drills and greater overall campus readiness to ensure the safety and security of students, staff, and visitors.

Staff Responsible for Monitoring: Campus leadership team

Problem Statements: Demographics 1 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 2

Conduct weekly door sweeps of all exterior doors to ensure they are properly secured and functioning, proactively maintaining campus security and addressing any potential safety concerns in a timely manner.

Strategy's Expected Result/Impact: Regular door sweeps will ensure that all exterior doors remain secure and operational, reducing potential security risks and contributing to a consistently safe campus environment for students, staff, and visitors.

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The growing number of students receiving Special Education services, combined with unchanged classroom ratios, is increasing instructional demands on classroom teachers and may impact their ability to effectively meet the diverse learning needs of all students.

An increase in the number of students requiring Special Education services has not been matched by adjustments in staffing, scheduling, or support structures, resulting in higher demands on general education teachers without additional resources.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistent implementation of school-wide behavior expectations has led to varied student understanding of appropriate behavior, contributing to frequent disruptions and an unsafe learning environment.

There is inconsistent implementation of school-wide behavior expectations and management strategies, leading to varied student understanding and accountability across classrooms.

4

An increase in student social-emotional and mental health needs is contributing to higher rates of disruptive behavior and negatively affecting student engagement and academic progress.

An increase in unmet social-emotional needs among students, combined with limited mental health or counseling supports, is contributing to higher rates of disruptive behavior.

Performance Objective 4

Provide Title I information and services to all campus parents through a variety of formats and events, ensuring families are well-informed and actively engaged in supporting their child's academic success.

Strategy 1

Develop, distribute, and actively implement the 2025-2026 School-Parent Compact to clearly outline shared responsibilities for student learning and foster strong partnerships between the school, parents, and students. Ensure all families receive and understand the compact through multiple channels, including parent meetings, classroom communications, and the campus website.

Strategy's Expected Result/Impact: Parents will have a clear understanding of their role in supporting their child's education, leading to stronger school-home partnerships, increased parent engagement in school activities, and greater alignment between home and school expectations -- all contributing to improved student academic success.

Staff Responsible for Monitoring: campus leadership team, administration, parent liaison

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

Considerable Progress

November

March

June

Strategy 2

Develop and distribute the 2025-2026 Campus Title I School-Parent and Family Engagement (PFE) Policy to all families at the start of the school year, clearly outlining opportunities for parent involvement and ways families can partner with the school to support student learning and success.

Strategy's Expected Result/Impact: Parents will have a clear understanding of the Title I School-Parent and Family Engagement (PFE) Policy and available opportunities for involvement, leading to increased family participation in school activities, stronger school-home partnerships, and greater support for student learning and achievement.


Staff Responsible for Monitoring: Administration, leadership team, parent liaison

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

 Accomplished

November

March

June

Strategy 3

Provide Title I Parent Informational Meetings each semester to inform families about Title I programs, services, and opportunities for involvement, and to foster ongoing communication and collaboration between the school and families.

Strategy's Expected Result/Impact: Parents will gain a deeper understanding of Title I programs and services, leading to increased family engagement, stronger school-home partnerships, and enhanced support for student academic success.

Staff Responsible for Monitoring: Administration, Parent Liaison

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2

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

Considerable Progress

November

March

June

Strategy 4

Offer Title III parents the opportunity to attend a small-group informational session prior to each Title I event, providing a more personalized setting to discuss services, resources, and ways to support their child's learning and language development.

Strategy's Expected Result/Impact: Title III parents will feel more informed and comfortable participating in school events, resulting in stronger engagement, improved communication, and increased collaboration between the school and families to support English learners' academic and language success.

Problem Statements: Perceptions 1

TEA Priorities: 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 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

While teacher morale is currently very strong and parents express a desire to be engaged and connected, existing opportunities for parent involvement may not fully meet parent expectations, leaving room to further strengthen family-school partnerships and community engagement.

Current systems for parent involvement are not yet fully structured or varied enough to meet the diverse needs and interests of families, limiting opportunities for deeper connection and consistent engagement with the school community.

Goal 4

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

Performance Objective 1 HB3 Goal

Ensure alignment between the written, taught, and assessed curriculum in terms of content, context, and cognitive rigor, so that classroom instruction consistently reflects state standards and supports all students in achieving grade-level expectations.

Evaluation Data Source: Student Assessment score, universal screening results/at/above grade level

Strategy 1

Leverage the Professional Learning Communities (PLC) model and the teaching and learning team to collaboratively plan instruction using Backward Design principles. Utilize the district-level PLC agendas to engage teams in unpacking the Texas Essential Knowledge and Skills (TEKS) and applying Rigor/Relevance/Learner Engagement rubrics to design high-quality instructional activities and targeted interventions that address individual student needs and promote academic growth in areas where we previously showed weaknesses.

Strategy's Expected Result/Impact: Collaborative planning through PLCs and the teaching and learning team will lead to more intentional, rigorous, and aligned instruction that directly addresses previously identified areas of weakness. As a result, students will demonstrate measurable growth in targeted content areas, with increased mastery of grade-level TEKS across all student groups.

Staff Responsible for Monitoring: Campus Leadership Team, administration

Problem Statements: Student Learning 1, 2, 3, 4

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

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.</p>	<p>While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.</p>
<p>2 A significant number of students are not meeting grade-level expectations in reading fluency, particularly those performing below grade level, which is hindering their overall academic success and progress across content areas.</p>	<p>Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.</p>
<p>3 Limited access to student devices is preventing full implementation of the Reading Horizons curriculum, resulting in missed opportunities for student engagement and gaps in instructional data that could be used to inform and enhance teaching practices.</p>	<p>Insufficient availability of student devices limits consistent access to the Reading Horizons program, reducing opportunities for students to engage with the curriculum and for teachers to collect meaningful instructional data.</p>
<p>4 A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.</p>	<p>The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.</p>

Performance Objective 2 HB3 Goal

Ensure that all instructional staff have access to high-quality instructional materials, resources, and ongoing professional development opportunities that support effective teaching practices and enhance student learning outcomes.

Evaluation Data Source: Curriculum sign-offs, Meeting agendas, sign-in sheets

Strategy 1

Provide teachers with high-quality instructional materials and targeted professional development in the use of Reading Horizons and Bluebonnet resources. Support staff in effectively integrating these tools into daily instruction.

Strategy's Expected Result/Impact: Teachers will effectively implement Reading Horizons and Bluebonnet resources with fidelity, leading to improved literacy instruction and measurable gains in student reading proficiency, particularly in targeted grade levels and student subgroups.

Staff Responsible for Monitoring: Campus Leadership Team, administrators

Problem Statements: Student Learning 1, 2, 3, 4

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

Considerable Progress

November

March

June

Strategy 2

Provide ongoing professional learning that supports teachers in mastering the Materials Internalization (MIA) process using Bluebonnet. Teachers will have opportunities to practice, apply, and refine their skills with guided support, ensuring stronger instructional effectiveness and fostering continuous improvement in student learning outcomes.

Strategy's Expected Result/Impact: Teachers will internalize Bluebonnet materials with greater depth and consistency, leading to more intentional and effective lesson delivery. As a result, classroom instruction will be more aligned, rigorous, and engaging, ultimately improving student mastery of grade-level standards and driving sustained growth in academic achievement.

Staff Responsible for Monitoring: Campus Leadership Team, administration

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4

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

Formative Reviews

Moderate Progress

November

March

June

Strategy 3

Increase campus access to technology by acquiring 2 additional computer carts during the 2025-2026 school year, ensuring that each grade level is getting closer to sufficient devices to

support instruction during core academic times, utilize the curriculum resources, enhance technology integration in daily lessons, and provide equitable access for all students.

Strategy's Expected Result/Impact: Consistent implementation of the curriculum with fidelity. This approach aims to remove technology barriers, enhance student engagement, and ensure teachers can utilize all instructional resources effectively.

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5

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

Formative Reviews

Some Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

1st and 2nd grade students lack consistent accountability structures and intrinsic motivation for independent reading, which hinders their progress toward achieving grade-level reading proficiency.

While current programs (Rooted in Reading and Beanstack) provide instructional support and reading time tracking, they do not consistently place engaging, physical books in students' hands or foster the completion of full texts, limiting opportunities for meaningful independent reading practice.

2

A significant number of students are not meeting grade-level expectations in reading fluency, particularly those performing below grade level, which is hindering their overall academic success and progress across content areas.

Many students have not yet developed automaticity and confidence in reading connected text, due to limited daily opportunities for targeted fluency practice and oral reading with feedback. While the universal screener's timed format may not fully capture their growth, there remains a genuine need to strengthen fluency skills for overall reading proficiency.

3

Limited access to student devices is preventing full implementation of the Reading Horizons curriculum, resulting in missed opportunities for student engagement and gaps in instructional data that could be used to inform and enhance teaching practices.

Insufficient availability of student devices limits consistent access to the Reading Horizons program, reducing opportunities for students to engage with the curriculum and for teachers to collect meaningful instructional data.

4

A significant number of students in both 1st and 2nd grade are not achieving grade-level expectations in math fluency, with overall performance below the campus goal of 85% at or above grade level, which is impacting students' ability to confidently apply math skills across content areas.

The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

5

Due to limited device access, students are unable to fully engage with the Reading Horizons curriculum. As a result, teachers are missing valuable data that could inform and strengthen their instruction.

Lack to individual devices available to students

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistent implementation of school-wide behavior expectations has led to varied student understanding of appropriate behavior, contributing to frequent disruptions and an unsafe learning environment.

There is inconsistent implementation of school-wide behavior expectations and management strategies, leading to varied student understanding and accountability across classrooms.

2

A lack of consistent professional development in effective behavior management has contributed to classroom disruptions and reduced instructional time.

Teachers may lack sufficient professional development in proactive classroom management, trauma-informed practices, and effective behavior intervention strategies.

3

Insufficient campus-wide tiered behavioral supports has resulted in an over-reliance on classroom teachers to manage challenging behaviors without appropriate interventions, impacting classroom learning environments.

There are gaps in tiered behavioral supports (MTSS), leaving classroom teachers without adequate resources or interventions for students with escalating behavior needs.

4

An increase in student social-emotional and mental health needs is contributing to higher rates of disruptive behavior and negatively affecting student engagement and academic progress.

An increase in unmet social-emotional needs among students, combined with limited mental health or counseling supports, is contributing to higher rates of disruptive behavior.

Due to limited device access, students

Lack to individual devices available to

5

are unable to fully engage with the Reading Horizons curriculum. As a result, teachers are missing valuable data that could inform and strengthen their instruction.

students