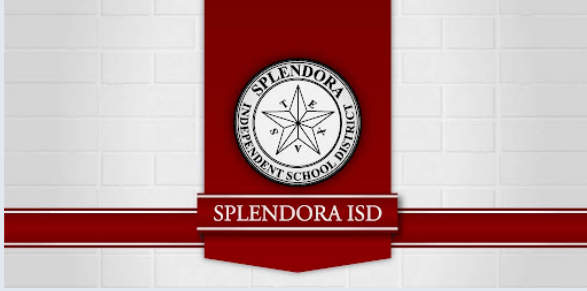


Splendor Independent School District



Timber Lakes Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Cultivating Exceptional People

Vision

Right People. Right Things. Right Way. Right Resources. Right Relationships

Value Statement

BELIEFS - why we act

Student-Focused: We believe the greatest outcomes result when students come first.

Relationships: We believe positive and supportive relationships create the conditions for students to be advocates in their education.

Culture: We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.

Servant Leaders: We believe servant leaders and critical thinkers strengthen our community and democracy.

Learning: We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.

PRINCIPLES

Be accountable.

Live with integrity.

Focus on student needs.

Value each other.

Ensure a safe physical, emotional, + social environment.

Develop servant leaders.

Create a dynamic learning environment.

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Comprehensive Needs Assessment

Demographics

Summary

During the 2024-2025 school year, Timber Lakes Elementary served a diverse student population of approximately 969 students across grades Pre-Kindergarten through 6th. The student body is nearly evenly split by gender, with 49.52% female and 50.48% male. The largest student groups by grade level are 2nd grade (16.48%), Kindergarten (13.70%), and 3rd grade (13.31%). The campus reflects rich racial and ethnic diversity, with 48.37% of students identifying as Hispanic/Latino, 31.61% as White, and 15.13% as Black/African American. Smaller populations include Asian (0.86%), American Indian/Alaskan Native (0.19%), and students identifying with two or more races (3.74%).

Approximately 49.14% of students are identified as economically disadvantaged, and 21.84% are classified as Emergent Bilinguals. A significant portion of the student population (20.88%) receives special education services, with a variety of instructional settings including speech therapy (10.62%) and resource room (10.62%). The campus also supports students through bilingual and dual language programs, dyslexia services, and Section 504 plans. Military-connected students make up 3.74% of the population, while a small number (0.48%) are classified as homeless.

Timber Lakes Elementary is staffed by 59 teachers (63.44% of staff), 23 educational aides (24.73%), and 11 administrative support members (11.83%). The school operates under a Title I Schoolwide Program and maintains an average attendance rate of 94% and a discipline referral rate of 10%.

Strengths

Timber Lakes Elementary's strengths lie in its diversity and the wide range of services provided to meet student needs. The strong representation of bilingual and dual-language learners provides a solid foundation for multicultural learning and language acquisition. The campus offers inclusive support for students with disabilities, with nearly 21% receiving special education services in varied instructional settings. The committed teaching and support staff, coupled with targeted interventions such as dyslexia and speech services, contribute to a learning environment focused on equity and individualized support.

Barriers Identifying Demographics Needs

Barrier

Root Cause

1

A significant portion of the student population requires specialized instructional support, including 20.88% receiving special education services and 21.84% identified as Emergent Bilinguals, which can strain available instructional resources and impact the consistency of individualized support across all classrooms.

The high number of students needing differentiated instruction, combined with limited staffing and instructional aides per grade level, contributes to challenges in providing targeted interventions, language development support, and inclusive practices consistently throughout the school day.

 = Priority

Student Learning

Summary

The 2025 STAAR results for Timber Lakes Elementary indicate that a substantial number of students in grades 3–6 are still performing below grade level expectations, particularly in Reading Language Arts and Math. In RLA, the percentage of students in the Did Not Meet category remained high, with 33% of 3rd graders, 36% of 4th graders, 43% of 5th graders, and 31% of 6th graders not meeting grade-level standards. While 3rd and 4th grade saw modest increases in Masters level performance, overall Meets and Masters percentages remain low across most grade levels.

Math data reveals similar trends. Despite a slight decrease in the percentage of students scoring in the Did Not Meet category in 3rd and 4th grades from 2024 to 2025, the majority of students are still not reaching the Meets or Masters levels. For example, only 22% of 3rd graders and 13% of 4th graders met grade-level expectations in 2025. In 5th and 6th grades, over 40% of students did not meet expectations, with only 21% and 12% respectively reaching the Meets level.

Science achievement resulted in 54% of 5th graders scoring in the DNM category in 2025—a slight improvement from 63% the previous year. However, only 14% of students reached Meets or Masters level, indicating a need for focused instructional support in science.

Strengths

Despite the challenges, there are key strengths reflected in the 2025 STAAR results. The percentage of students reaching the *Masters* level in 4th grade RLA nearly doubled, rising from 6% to 13%. Additionally, 4th grade Spanish RLA showed dramatic growth, with *Meets* level performance increasing from 25% to 71% and a significant drop in DNM. Math scores in 4th grade also showed growth at the *Masters* level, rising from 7% to 19%. These gains demonstrate that when targeted instruction and language supports are implemented effectively, student achievement can improve. These highlights provide promising examples to build upon across other grade levels and subjects.

Barriers Identifying Student Learning Needs

Barrier

Root Cause

1

A large number of students in grades 3-6 are not meeting grade-level expectations on STAAR, with consistently high rates in the Did Not Meet category across RLA, Math, and Science.

Gaps in foundational skills, combined with a high population of Emergent Bilingual and Special Education students, and inconsistent use of data to guide small-group instruction, limit student progress.

 = Priority

School Processes & Programs

Summary

Timber Lakes Elementary has implemented school processes and programs aligned to student learning, professional growth, and campus-wide consistency. Instructional practices are grounded in curriculum alignment, intentional lesson internalization, and the strategic use of design qualities to deepen student engagement. Vertical alignment planning, data analysis, and targeted TEKS unpacking are embedded within PLCs and coaching cycles, allowing teachers to plan with clarity and precision. Instructional consistency is further reinforced through regular leadership calibration, classroom walkthroughs, and T-TESS-aligned feedback systems. The curriculum used for each grade level consists of Amplify for reading language arts and Bluebonnet Math in grades kindergarten through fifth grade. Stem Scopes for Kindergarten through second grade for science and McGraw Hill for science in grades 3rd-5th. For social studies all grade levels use Social Studies Weekly.

Professional development is responsive and differentiated, designed to support campus priorities such as Tier 1 instruction, classroom management, and effective use of data platforms (MAP, MCLASS, Eduphoria). Staff learning is embedded into the campus schedule through collaborative planning, extended PLCs, coaching cycles, and optional PD formats like "Lunch & Learns." Leadership and decision-making are driven by collaboration across leadership teams, grade-level leads, and stakeholder committees, ensuring alignment between planning and implementation. Communication flows through structured feedback loops, digital systems, and consistent family outreach.

Timber Lakes also prioritizes a strong sense of school culture, scheduling purposeful opportunities for SEL, student leadership, and community-building through the house system, character education, and inclusive extracurricular programming. Clubs, peer mentorship, and student recognition reinforce student voice and engagement. Support services such as counseling, behavior interventions, and mentoring help address barriers to behavior and attendance. Technology is leveraged through digital planning tools, communication platforms, and student-facing data tracking, with a plan in place to expand integration to support goal setting and progress monitoring.

Strengths

Timber Lakes Elementary demonstrates several notable strengths in its school processes and programs. The campus has a strong foundation of vertically aligned instructional practices and a structured approach to lesson planning that incorporates research based curriculum and T-TESS alignment. Regular, collaborative PLCs promote data-driven decisions and instructional consistency. The coaching and PD systems are well-developed, offering personalized support and flexibility to meet varying teacher needs. The campus also excels in student-centered practices, including SEL integration, leadership opportunities, and inclusive enrichment clubs for all grade levels. Communication and recognition systems—such as shout-outs, staff nominations, and parent engagement initiatives—further enhance a culture of collaboration and celebration.

Barriers Identifying School Processes & Programs Needs

Barrier

Root Cause

1

Despite structured planning systems and professional development, inconsistencies remain in instructional delivery and student outcomes across grade levels and content areas.

While processes are in place, variability in teacher capacity to implement vertically aligned instruction, integrate data consistently, and utilize design qualities with fidelity limits the full impact of campus-wide instructional initiatives.

 = Priority

Perceptions

Summary

The campus demonstrates a commitment to continuous improvement and collaboration through structured professional learning, family engagement, and student-focused initiatives. Parent and staff surveys, as well as focus groups, have revealed positive perceptions of campus culture, especially around inclusivity, student recognition, and communication. The school offers a variety of engagement opportunities including parent committees, volunteer programs, and family nights. Communication with families is strengthened through consistent digital updates and events that promote transparency and trust. Student feedback is gathered through leadership activities and mentorship programs. Staff surveys indicate strong professional support and access to coaching, though retention challenges persist. Community partnerships are growing, with plans to further integrate real-world experiences through local business involvement.

Strengths

Timber Lakes Elementary has cultivated a positive and inclusive culture rooted in student recognition, leadership development, and cultural awareness. The use of Capturing Kids' Hearts, class color systems, and monthly character traits helps reinforce shared values. Parents feel welcomed and engaged through volunteerism and regular events. Staff report high levels of collaboration through PLCs and planning sessions, and students benefit from a variety of enrichment clubs and mentoring opportunities. Communication is proactive and multi-channel, supporting transparency and strong family-school relationships. The presence of structured professional learning opportunities and coaching cycles reflects a campus invested in staff growth and instructional excellence.

Barriers Identifying Perceptions Needs

Barrier

Root Cause

1

Despite strong community partnerships and a supportive school culture, overall staff retention and consistent parent participation in decision-making processes remain limited.

Staff workload and limited flexibility in scheduling for both educators and families reduce availability for extended engagement, while some parents may face language or work-related barriers that limit their involvement in planning and leadership opportunities.

 = Priority

Student Learning & Progress

Summary

At Timber Lakes Elementary, our focus on *Student Learning and Progress* is rooted in a commitment to ensuring that **every student demonstrates measurable academic growth**. Through a comprehensive needs assessment, including analysis of NWEA MAP, MCLASS, STAAR, TELPAS, and formative assessment data—as well as teacher and leadership observations—we identified significant gaps in student achievement and growth, especially among students in grades 3–6 and in our special populations (EB, SPED, and economically disadvantaged students).

As a result, we prioritized two key improvement areas for this pillar:

1. Increasing student growth and performance across all content areas.
2. Strengthening our use of data to personalize instruction and meet individual learning needs.

To address these priorities, we implemented four aligned strategies:

- **Weekly PLCs and lesson internalization meetings** to target learning gaps, plan vertically, and ensure alignment to priority TEKS.
- **Student goal-setting and data tracking systems** to empower learners and drive classroom conversations about growth.
- **Targeted coaching and feedback cycles** through walkthroughs and ILT calibration aligned to our instructional framework.
- **High-impact small group instruction**, particularly for EB, SPED, and struggling learners, based on updated progress monitoring.

The progress made under this pillar is monitored through formative checkpoints each quarter and is supported by a united leadership and instructional team. While barriers such as skill gaps and varying staff capacity exist, the structured support system—including SPEC sheets, PLC protocols, and leadership calibration—ensures we remain focused on closing achievement gaps and delivering equitable outcomes for all students.

Strengths

Timber Lakes Elementary has established strong systems and capacity around data-driven instruction and personalized learning environments, indicating that **Key Question 2** under the *Student Learning and Progress* pillar is an area where action for major change is already underway with solid foundational practices in place. Through weekly PLCs, consistent use of SPEC sheets, instructional coaching cycles, and embedded goal-setting protocols, the campus is effectively leveraging data to drive instructional decisions. Teachers regularly analyze NWEA MAP, MCLASS, STAAR, and TELPAS data to group students, adjust instruction, and monitor progress. The use of student data binders and trackers promotes student ownership and reflection, while walkthrough and coaching feedback is aligned to T-TESS and instructional frameworks. These structures are embedded, collaborative, and sustainable, providing clear evidence that the campus has built strong capacity for using data to impact instruction for all students. No immediate changes are required to this process, though continuous monitoring and refinement will ensure effectiveness is maintained.

Barriers Identifying Student Learning & Progress Needs

Barrier	Root Cause
<p>1 ★</p> <p>Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.</p>	<p>Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.</p>
<p>2 ★</p> <p>Teachers feel pressure to "stay on pace" with the curriculum, even when MAP data or classroom formative assessments show that students have not mastered key concepts. Often, instructional decisions are based on curriculum pacing guides rather than personalized data.</p>	<p>Pacing guides are prioritized over mastery data, causing instructional misalignment and missed opportunities for reteach and enrichment, especially when gaps go unaddressed in planning.</p>
<p>3 ★</p> <p>While NWEA MAP provides diagnostic and progress monitoring data, it is not consistently used to inform small-group instruction or intervention. Teachers may rely on Tier 1 materials without the strategic use of intervention time.</p>	<p>Data is underutilized in Tier 1 and small group instruction due to a lack of professional development and focus being put into targeted intervention.</p>
<p>4 ★</p> <p>Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.</p>	<p>Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.</p>

★ = Priority

Community Engagement & Partnerships

Summary

At TLE, we prioritize creating a welcoming culture that embraces community engagement. We actively engage parents, guardians, and the wider community through a range of opportunities to participate in our school's events. From clubs and organizations to family nights and showcase events, we extend invitations to all, encouraging them to become essential contributors to our school community. Our commitment includes effective and timely communication to ensure that parents, staff, and all stakeholders are well-informed about campus events and opportunities.

Strengths

Timber Lakes is open to our community partnerships and appreciates our parents and volunteers' willingness to be an integral part of our school community. We have opportunities for parents and community members to volunteer at family nights, be a part of class celebrations and parties, robotics team sponsors, read, and volunteer for Read All Day. Students can participate in various clubs and organizations such as choir, robotics, the sign language club, or UIL academics. We strive to communicate those events effectively to parents and community members.

In the spring of 2024, to effectively communicate events to parents and community members, our campus secretary began looking at the events calendar and sending out a week-at-a-glance communication blast to highlight the events happening on campus so parents and community members were in the loop on things. This is a great starting point for the campuswide events to be communicated to parents and stakeholders.

Barriers Identifying Community Engagement & Partnerships Needs

Barrier	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 319 859 470">Despite communication efforts, parent participation in school events such as open house events or multicultural nights, as well as feedback and decision-making processes remains low across all grade levels.</p>	<p data-bbox="902 319 1487 438">Parent engagement structures do not offer flexible opportunities for involvement, parent feedback is asked for through surveys, but most parents do not take the time to submit or give feedback.</p>

★ = Priority

Professional Learning & Quality Staff

Summary

Timber Lakes Elementary is committed to our district's strategic plan for offering professional learning for all staff members in the areas that meet each staff member's needs. We induct new employees into our learning organization by providing them with initial training in all resources and learning platforms. All staff members are trained in Capturing Kid's Hearts as well as any curriculum and campus initiatives needed. Staff members are also provided ongoing training and support that will allow them to be successful in their jobs. Employees are given many mentors such as instructional coaches at the campus and district level as well as a team leader to mentor and support their efforts to be well-trained and effective employees in SISD.

Throughout each school year and summer months, staff is provided professional learning opportunities to enhance instructional quality, refine their craft, and build staff capacity.


Strengths

In our 2024 Spring Survey, it was reported that 70% of the staff at Timber Lakes believe that they are provided professional development and growth opportunities.

Barriers Identifying Professional Learning & Quality Staff Needs

Barrier	Root Cause
<p>1 ★</p> <p>Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.</p>	<p>A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.</p>
<p>2 ★</p> <p>Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.</p>	<p>Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.</p>
<p>3 ★</p> <p>While NWEA MAP provides diagnostic and progress monitoring data, it is not consistently used to inform small-group instruction or intervention. Teachers may rely on Tier 1 materials without the strategic use of intervention time.</p>	<p>Data is underutilized in Tier 1 and small group instruction due to a lack of professional development and focus being put into targeted intervention.</p>

★ = Priority



Priority Problem Statements

Barrier

Root Cause

1
★

Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.

Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.

2
★

Teachers feel pressure to "stay on pace" with the curriculum, even when MAP data or classroom formative assessments show that students have not mastered key concepts. Often, instructional decisions are based on curriculum pacing guides rather than personalized data.

Pacing guides are prioritized over mastery data, causing instructional misalignment and missed opportunities for reteach and enrichment, especially when gaps go unaddressed in planning.

3
★

While NWEA MAP provides diagnostic and progress monitoring data, it is not consistently used to inform small-group instruction or intervention. Teachers may rely on Tier 1 materials without the strategic use of intervention time.

Data is underutilized in Tier 1 and small group instruction due to a lack of professional development and focus being put into targeted intervention.

4
★

Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.

A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

5
★

Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.

Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.

6
★

Student leadership roles and service opportunities are primarily offered to a smaller group of students, primarily in older grades, leading to inequitable access and limited student voice in school initiatives.

There is a lack of structured systems for ensuring that student leadership opportunities are inclusive, developmentally appropriate, and consistently implemented.

7
★

Despite communication efforts, parent participation in school events such as open house events or multicultural nights, as well as feedback and decision-making processes remains low across all grade levels.

Parent engagement structures do not offer flexible opportunities for involvement, parent feedback is asked for through surveys, but most parents do not take the time to submit or give feedback.

★ = 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other 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
- 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
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS 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
- Budgets/entitlements and expenditures data



Pillars

Pillar 1 Student Learning & Progress

Key Question 1

To what degree are all students demonstrating growth?

Initial Status: Major Change

System Response (Goal) 1

All students will demonstrate academic growth through targeted improvements in instructional planning, delivery, and progress monitoring practices. The degree of growth will be evident in increased proficiency and progress rates on campus, district, and state assessments. This includes NWEA MAP, MCLASS, STAAR, and formative classroom data. Regular walkthroughs, leadership calibration, and consistent use of SPEC sheets will help sustain high expectations campus-wide.

Evidence of Success: A 10% increase in the percentage of students achieving Meets Grade Level on STAAR across all tested grade levels.

A 5% increase in the percentage of students achieving Masters Grade Level on STAAR.

A 15% increase in students demonstrating proficiency gains on TELPAS.

At least one year's growth as measured by NWEA MAP and MCLASS in reading and math for 80% or more of students.

Reduction in the number and severity of identified learning gaps across grade levels

Staff Responsible: Principal:
Assistant Principal
Instructional Coaches
Grade-Level Leads
Teachers
Data Teams/PLC Teams

Barriers: Student Learning & Progress 1, 2, 3, 4 - Student Readiness 2 - Engaged, Well-Rounded Students 2 - Professional Learning & Quality Staff 2, 3

Formative Reviews

On Track

October

January

March

June

Strategy 1

Weekly PLC and Lesson Internalization meetings with teams focusing on identifying learning

gaps and ensuring curriculum coherence across all grade levels

Intended Audience: Teachers, Grade-Level Leads

Provider / Presenter / Person Responsible: Principal, Instructional Coaches, Grade-Level Leads

Date(s) / Timeframe: Weekly

Delivery Method: Vertical and Team planning sessions, facilitated PLCs, lesson internalization meetings

Action Steps: Schedule team planning and internalization meetings

Identify hard-to-teach and hard-to-learn TEKS by grade level using curriculum resources

Use NWEA MAP, MCLASS, and STAAR data to analyze student performance and learning gaps

Develop priority TEKS maps that vertically align essential skills from one grade to the next

Track patterns in student misconceptions and adjust instructional plans accordingly

Use student work samples and data to identify instructional gaps and gains across content areas

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

Strategy 2

Establish a campus-wide system for teachers and students to set goals and track assessment data.

Intended Audience: all students and teachers

Provider / Presenter / Person Responsible: Teachers, Instructional Coaches, Grade-Level Leads

Date(s) / Timeframe: Bi-weekly data reviews, goal setting each assessment cycle (BOY, MOY, EOY)

Delivery Method: Classroom conferencing, student data binders, student data trackers, digital tracking tools

Action Steps: Train teachers during August PD on implementing student goal setting and data tracking protocols

Have students track their growth on MAP, MCLASS, STAAR, and classroom assessments

Incorporate goal setting and reflection discussions into student-led conferences

Review data during weekly PLCs to adjust small-group instruction and intervention plans

Celebrate student growth milestones with classroom-level recognition and incentives

Create digital dashboards and student data tracking sheets

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

Strategy 3

Provide ongoing coaching, walkthroughs, and feedback cycles to ensure high-quality instruction campus-wide.

Intended Audience: Teachers, Admin Team

Provider / Presenter / Person Responsible: Principal, Assistant Principals, Instructional Coaches

Date(s) / Timeframe: Monthly instructional leadership meetings, ongoing walkthroughs,

Delivery Method: ILT calibration meetings, walkthroughs with feedback, PLC follow-up

Action Steps: Develop and distribute instructional "look-fors" based on T-TESS, design qualities, and district instructional framework

Conduct monthly ILT meetings to calibrate on instructional expectations

Perform regular classroom walkthroughs to monitor instructional consistency and use of aligned strategies

Use PLC time to reflect on observation trends and provide targeted coaching

Ensure that feedback connects to T-TESS goals, curriculum, and instructional framework

Facilitate monthly leadership team calibration walk throughs

Offer monthly coaching and modeling sessions for teachers in need of support based on walkthrough trends

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

Strategy 4

Implement targeted, data-driven small group instruction across all classrooms to meet the diverse needs of all student populations, including ELs, SPED, and economically disadvantaged students.

Intended Audience: Teachers, Students

Provider / Presenter / Person Responsible: Instructional Coaches, Grade-Level Teams, Admin Team

Date(s) / Timeframe: Weekly PLC and Lesson Internalization, 40 minutes Daily Instruction,

Delivery Method: lesson modeling, coaching feedback

Staff Responsible: admin, coaches, teachers, MTSS specialist, paraprofessionals

Action Steps: Establish student small groups in reading and math based on NWEA MAP, MCLASS, STAAR, TELPAS, and classroom formative data at least every 3 weeks.

Teachers will plan and deliver differentiated small group lessons during designated intervention/enrichment blocks or guided reading/math time.

Utilize progress monitoring tools (e.g., MCLASS for reading, skill trackers for math) to update groupings and instruction focus regularly.

Provide monthly PLC time for teachers to collaborate with specialists (e.g., SPED, ESL, Interventionists) to review student progress and refine small group instruction.

Conduct focused walkthroughs and coaching cycles to observe small group implementation and provide actionable feedback.

Ensure targeted groups for special populations are prioritized, including setting growth goals for each group and monitoring their progress during data meetings.

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

Key Question 1 Barriers Identifying Student Learning & Progress

Barrier	Root Cause
1 Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.	Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.
2 Teachers feel pressure to "stay on pace" with the curriculum, even when MAP data or classroom formative assessments show that students have not mastered key concepts. Often, instructional decisions are based on curriculum pacing guides rather than personalized data.	Pacing guides are prioritized over mastery data, causing instructional misalignment and missed opportunities for reteach and enrichment, especially when gaps go unaddressed in planning.
3 While NWEA MAP provides diagnostic and progress monitoring data, it is not consistently used to inform small-group instruction or intervention. Teachers may rely on Tier 1 materials without the strategic use of intervention time.	Data is underutilized in Tier 1 and small group instruction due to a lack of professional development and focus being put into targeted intervention.
Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently	Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into

4

tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.

instructional routines across all classrooms.

Key Question 1 Barriers Identifying Student Readiness

Barrier

Root Cause

2

Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.

Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.

Key Question 1 Barriers Identifying Engaged, Well-Rounded Students

Barrier

Root Cause

2

Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.

Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.

Key Question 1 Barriers Identifying Professional Learning & Quality Staff

Barrier

Root Cause

2

Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.

Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.

3

While NWEA MAP provides diagnostic and progress monitoring data, it is not consistently used to inform small-group instruction or intervention. Teachers may rely on Tier 1 materials without the strategic use of intervention time.

Data is underutilized in Tier 1 and small group instruction due to a lack of professional development and focus being put into targeted intervention.

Key Question 2

To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Major Change

System Response (Goal) 1

Our campus is leveraging student performance data systematically to drive instructional decisions and create a personalized learning environment that addresses individual student needs through planning, TEKS unpacking, and the use of design qualities. Teachers are able to identify learning gaps and tailor instruction based on data analysis. Data is consistently used in PLCs, coaching sessions, and planning meetings to inform lesson design and differentiate instruction.

Evidence of Success: 80% of students in Pre-K through 5th grade demonstrating at least one year of academic growth in reading and math as measured by NWEA MAP and MCLASS, and CLI

A 10% increase in the percentage of students meeting or exceeding STAAR performance targets

Walkthrough and coaching data will show evidence of instruction and differentiation

80% of teachers consistently use campus and district data tools to plan and deliver differentiated instruction.

PLC agendas will reflect data discussions, small group plans, and lessons tied to curriculum and learning needs

Staff Responsible: Principal
Assistant Principals
Instructional Coaches
Grade-Level Leads
Teachers
PLC/Data Teams

Barriers: Student Learning & Progress 1, 2, 3, 4 - Student Readiness 2 - Engaged, Well-Rounded Students 2 - Professional Learning & Quality Staff 2, 3

Formative Reviews

On Track

October

January

March

June

Strategy 1

Implement targeted small group instruction to support student growth and differentiated learning.

Intended Audience: Teachers, Instructional Coaches

Provider / Presenter / Person Responsible: Teachers, Coaches, Data Teams

Date(s) / Timeframe: Weekly PLCs and planning meetings

Delivery Method: PLC protocol, lesson planning templates, data reviews

Action Steps: Use MAP, MCLASS, End of Unit Assessments, and classroom assessments to identify student performance levels

Group students for small-group instruction and plan differentiated tasks

Unpacking TEKS to determine the depth and level each concept should be taught to develop scaffolded lesson plans

Monitor the effectiveness of interventions and adjust strategies during PLC data dives

Track student performance over time to ensure movement across performance bands

Teachers will use data to form and revise small groups every 3 weeks for both reading and math

Use small group trackers and progress monitoring tools to measure effectiveness

Provide modeling and coaching on effective small group practices during planning and coaching sessions

Monitor small group implementation through biweekly walkthroughs with feedback focused on personalization and T-TESS alignment

Strategy 2

Strengthen teacher capacity to analyze and apply data to instructional planning and decision-making.

Intended Audience: Teachers, Students

Provider / Presenter / Person Responsible: Instructional Coaches, Admin, Grade-Level Leads

Date(s) / Timeframe: August PD launch; ongoing monthly PLC and classroom support

Delivery Method: modeling, coaching sessions

Action Steps: Use SPEC sheets to document student voice, engagement, and instructional design

Plan for the inclusion of design qualities (choice, audience, product focus, affirmation, etc.) in all units for each content area

Highlight exemplar lessons during monthly PLCs and create a design quality library

Use walkthrough feedback to guide coaching on the implementation of design qualities and the alignment to the curriculum resources

Provide training on data protocols and interpreting NWEA, MCLASS, STAAR, TELPAS, and formative assessment data by September 2025

Require the use of SPEC sheets for each unit and review in weekly PLCs

Facilitate monthly PLC Data Days to analyze trends, review student work, and adjust instruction

Ensure teachers maintain student data binders or dashboards that reflect real-time progress

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

Strategy 3

Align instructional coaching and walkthrough feedback to T-TESS dimensions and Instructional Framework that support data-driven instruction and differentiation.

Intended Audience: Instructional Leadership Team, Teachers

Provider / Presenter / Person Responsible: Principal, Assistant Principals, Coaches

Date(s) / Timeframe: Monthly ILT meetings; ongoing walkthroughs

Delivery Method: Leadership calibration meetings, feedback loops, coaching logs

Action Steps: Conduct monthly ILT meetings to calibrate instructional expectations tied to student growth

Implement campus-wide look-fors aligned to T-TESS and Instructional Framework

Conduct bi-weekly classroom walkthroughs with real-time feedback and support aligned to TTESS and Instructional Framework

Embed T-TESS dimension conversations into coaching cycles and PLC agendas

Use feedback and observation data to identify trends and develop focused PD sessions

Conduct monthly PLC reflection tools that allow teachers to connect their practice to the data

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

Key Question 2 Barriers Identifying Student Learning & Progress

Barrier

Root Cause

1

Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.

Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.

2

Teachers feel pressure to "stay on pace" with the curriculum, even when MAP data or classroom formative assessments show that students have not mastered key concepts. Often, instructional decisions are based on curriculum pacing guides rather than personalized data.

Pacing guides are prioritized over mastery data, causing instructional misalignment and missed opportunities for reteach and enrichment, especially when gaps go unaddressed in planning.

3

While NWEA MAP provides diagnostic and progress monitoring data, it is not consistently used to inform small-group instruction or intervention. Teachers may rely on Tier 1 materials without the strategic use of intervention time.

Data is underutilized in Tier 1 and small group instruction due to a lack of professional development and focus being put into targeted intervention.

4

Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.

Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.

Key Question 2 Barriers Identifying Student Readiness

Barrier

Root Cause

2

Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.

Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.

Key Question 2 Barriers Identifying Engaged, Well-Rounded Students

Barrier

Root Cause

2

Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.

Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.

Key Question 2 Barriers Identifying Professional Learning & Quality Staff

Barrier

Root Cause

2

Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align

Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka

3

While NWEA MAP provides diagnostic and progress monitoring data, it is not consistently used to inform small-group instruction or intervention. Teachers may rely on Tier 1 materials without the strategic use of intervention time.

Data is underutilized in Tier 1 and small group instruction due to a lack of professional development and focus being put into targeted intervention.

Pillar 2 Student Readiness

Key Question 1

To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Key Question 2

To what degree are we preparing students for life readiness?

Initial Status: Minor Change

System Response (Goal) 1

We are preparing students for life readiness by embedding systems that promote responsibility, engagement, self-management, and personal growth. Through structured data analysis, goal setting, consistent behavioral expectations, and attendance initiatives, students learn essential life skills such as accountability, perseverance, and decision-making.

Evidence of Success: 80% of students setting and tracking academic or behavioral goals at least once per grading period, as documented in data folders or classroom systems

A 10% reduction in Tier 2 and Tier 3 behavior referrals, supported through the implementation of restorative practices and the campus discipline matrix

A 5% increase in the campus average daily attendance (ADA) compared to the 2024-2025 baseline

100% of classrooms implementing daily routines and expectations aligned to CKH, Social Contracts, and school-wide life readiness traits

Student self-reflection or goal-setting tools are visible and in use in 100% of classrooms by January 2026

Staff Responsible: Teachers, Administrators, Counselor, MTSS team, Attendance Clerk

Barriers: Student Learning & Progress 4 - Student Readiness 1, 2, 3 - Engaged, Well-Rounded Students 1, 2, 3 - Professional Learning & Quality Staff 1

Formative Reviews

On Track

October

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Strategy 1

Implement a school-wide student goal setting and self-reflection system to support academic and behavioral ownership

Intended Audience: Teachers and students (PK-5)

Provider / Presenter / Person Responsible: Instructional Coaches, Admin, Teachers, Counselor

Date(s) / Timeframe: Ongoing throughout the year

Delivery Method: PD, coaching, and classroom implementation

Action Steps: Develop grade-level and grade-band data trackers for all classrooms to implement. (August)

Provide PD on student-friendly data tracking tools and goal-setting strategies (August).

Coaches and exemplary teachers model student conferencing during team meetings (September).

Establish student data conferencing days each grading period, where students review progress with teachers and set new goals.

Highlight exemplars through showcase walks and classroom visits (Quarterly).

Strategy 2

Strengthen campus-wide behavioral expectations and supports using restorative practices and a tiered discipline matrix.

Intended Audience: All staff and students

Provider / Presenter / Person Responsible: Admin, Behavior Team, Counselor

Date(s) / Timeframe: Ongoing throughout the school year

Delivery Method: Staff training, ongoing implementation

Action Steps: Train staff on PK-2 and 3-5 tiered discipline matrices during August PD.

Track and monitor Tier 2 and Tier 3 referrals monthly; review trends in behavior committee or leadership team meetings.

Integrate restorative conversations and reentry meetings following removals.

Behavior team models restorative language and de-escalation strategies in classrooms.

Use discipline data reviews to refine interventions and ensure consistency (Monthly).

Celebrate student growth in behavior or social-emotional milestones during morning announcements or assemblies

Strategy 3

Improve student attendance by building student and family ownership of the importance of regular school participation.

Intended Audience: Students, Families

Provider / Presenter / Person Responsible: Teachers, Admin, Counselor, Attendance Clerk

Date(s) / Timeframe: Weekly, Monthly, and Ongoing

Delivery Method: Incentives, mentoring, and communication tools

Action Steps: Display weekly attendance progress visually in hallways/classrooms.

Host monthly attendance competitions through house systems and recognize top classes.

Provide tools to parents for monitoring and understanding attendance expectations.

Assign mentors to chronically absent students to support goal-setting and accountability.

Recognize students with perfect or improved attendance at the end of each grading period

Conduct monthly attendance team meetings to review chronic absenteeism data and implement individual support plans

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

Key Question 2 Barriers Identifying Student Learning & Progress

Barrier	Root Cause
4 Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.	Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.

Key Question 2 Barriers Identifying Student Readiness

Barrier	Root Cause
1 Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
2 Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student	Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.

ownership.

3

Student leadership roles and service opportunities are primarily offered to a smaller group of students, primarily in older grades, leading to inequitable access and limited student voice in school initiatives.

There is a lack of structured systems for ensuring that student leadership opportunities are inclusive, developmentally appropriate, and consistently implemented.

Key Question 2 Barriers Identifying Engaged, Well-Rounded Students

Barrier

Root Cause

1

Student leadership roles and service opportunities are primarily offered to a smaller group of students, primarily in older grades, leading to inequitable access and limited student voice in school initiatives.

There is a lack of structured systems for ensuring that student leadership opportunities are inclusive, developmentally appropriate, and consistently implemented.

2

Each student has a data binder to keep track of their progress and mastery, but as a campus, data is not consistently tracked, the data tracking tools are not utilized effectively, and many students are not aware of their academic progress, resulting in low levels of self-efficacy and motivation, and student ownership.

Systems for student goal setting, conferencing, and the use of data trackers are not fully embedded into instructional routines across all classrooms.

3

Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.

A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 2 Barriers Identifying Professional Learning & Quality Staff

Barrier

Root Cause

1

Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.

A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Pillar 3 Engaged, Well-Rounded Students

Key Question 1

To what degree do students demonstrate noble actions?

Initial Status: Minor Change

System Response (Goal) 1

Students will demonstrate noble actions by engaging in service, character education, and leadership opportunities that promote empathy, responsibility, and community contribution.

Evidence of Success: A 10% increase in weekly student shout-outs and monthly Student of the Month recognitions aligned to CKH character traits

100% of grade levels completing at least one student-led or student-involved service project during the school year

100% of students participating in weekly SEL/character education activities, with grade-appropriate student reflections documented at least once per month in journals, portfolios, or class books

Visible displays of student noble actions and CKH celebrations are present in classrooms and common areas by January 2026

A 10% decrease in behavior incidents related to disrespect, irresponsibility, or noncompliance, based on discipline data from the previous school year

Full implementation of CKH processes (greetings, affirmations, 4 questions, social contracts) in 90% of classrooms as measured by walkthrough and fidelity checks

Staff Responsible: Administration team, Counselor, Grade Level Teachers

Barriers: Student Readiness 1, 3 - Engaged, Well-Rounded Students 1, 3 - Professional Learning & Quality Staff 1

Formative Reviews

On Track

October

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Strategy 1

Embed character education and reflection practices into weekly classroom routines and campus-wide celebrations.

Intended Audience: All students

Provider / Presenter / Person Responsible: Admin, Counselor, Classroom Teachers, Specials Teachers

Date(s) / Timeframe: Weekly and Monthly (Ongoing)

Delivery Method: Announcements, Assemblies, Newsletters

Action Steps: Use CKH traits to select a "Student of the Month" in each grade level.

Display student achievements and character traits in common areas.

Integrate CKH character traits into weekly SEL lessons and classroom activities (CAMP classes)

Post weekly shout-outs or affirmations on bulletin boards, classroom walls, digital displays, and announcements

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

Strategy 2

Promote student leadership and service through classroom and school-wide opportunities that connect to character education

Intended Audience: All students (K-5)

Provider / Presenter / Person Responsible: Grade-Level Teams, Counselors

Date(s) / Timeframe: One per school year for each grade level (teams determine when this takes place)

Delivery Method: Classroom-integrated service planning

Action Steps: Collaborate with students to identify community needs or causes.

Plan and execute service projects (e.g., food drive, kindness cards).

Reflect on the impact of the service project through class discussion or journals.

Each grade level will design and complete at least one meaningful service project (e.g., food drive, campus cleanup, letters to veterans)

Provide classroom leadership roles for students (e.g., greeter, supply manager, kindness leader) with regular rotation and student input

Highlight student service actions on morning announcements and school social media/and newsletter

Create a student leadership wall or display showcasing student contributions to the school and community

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

Strategy 3

Strengthen CKH implementation to reinforce noble actions and respectful behavior.

Intended Audience: All students

Provider / Presenter / Person Responsible: Specials Teachers, classroom teachers, CKH Process Champions, Admin and Counselor

Date(s) / Timeframe: Biweekly and ongoing throughout the school year

Delivery Method: Integrated into specials rotations

Action Steps: Incorporate CKH lessons into weekly activities in CAMP classrooms

Conduct monthly CKH fidelity walkthroughs to monitor greetings, social contracts, and 4 questions

Provide refresher training on CKH practices during August PD and monthly faculty meetings

Implement a campus-wide CKH shout-out system, with shout-out boxes in each classroom and public acknowledgments weekly

Monitor discipline data monthly to identify trends and areas needing targeted CKH or SEL reinforcement

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

Key Question 1 Barriers Identifying Student Readiness

Barrier	Root Cause
1 Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
3 Student leadership roles and service opportunities are primarily offered to a smaller group of students, primarily in older grades, leading to inequitable access and limited student voice in school initiatives.	There is a lack of structured systems for ensuring that student leadership opportunities are inclusive, developmentally appropriate, and consistently implemented.

Key Question 1 Barriers Identifying Engaged, Well-Rounded Students

Barrier	Root Cause
1 Student leadership roles and service opportunities are primarily offered to a smaller group of students, primarily in older grades, leading to inequitable access and limited student voice in school initiatives.	There is a lack of structured systems for ensuring that student leadership opportunities are inclusive, developmentally appropriate, and consistently implemented.
3 Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 1 Barriers Identifying Professional Learning & Quality Staff

Barrier	Root Cause
1 Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 2

To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Initial Status: Minor Change

Pillar 4 Community Engagement & Partnerships

Key Question 1

To what degree does our community have opportunities to partner with the school district?

Initial Status: Minor Change

Key Question 2

To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Minor Change

System Response (Goal) 1

To implement an intentional communication system and inclusive programming to ensure families, partners, and community stakeholders are well-informed and empowered to collaborate with SISD staff. These systems are fostering two-way engagement that promotes trust, transparency, and mutual respect.

Evidence of Success: A 15% increase in family attendance at school events, tracked through sign-in logs and event documentation compared to the 2024-2025 baseline

A 20% increase in diversity of parent participation in school activities, ensuring involvement reflects the campus cultural and demographic makeup

Delivery of consistent, multi-channel communication (newsletters, flyers, ParentSquare messages, and social media posts) with at least 90% of families receiving and engaging with these messages, monitored by communication analytics and feedback

A 10% increase in positive family perception of communication and connection, as reported on annual family engagement or climate surveys

Improved stakeholder sense of belonging demonstrated by a 10% increase in positive responses on school climate or engagement surveys

Staff Responsible: Campus Administration, Teachers & Grade Level Teams, Counselor, Parent Liaisons, Families

Barriers: Community Engagement & Partnerships 1

Formative Reviews

On Track

October

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Strategy 1

Each month will be dedicated to highlighting a different culture to share knowledge and express understanding of our growing diversity on campus

Intended Audience: students, families, and community

Provider / Presenter / Person Responsible: admin team, teachers, and multicultural committee

Date(s) / Timeframe: September 2025 throughout the school year

Delivery Method: Announcements, campus events, newsletters, and social media

Action Steps: Highlight cultures
host events
promote participation

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

Strategy 2

Consistently Implement Class Colors House System & Brag Tags

Intended Audience: Students and Parents

Provider / Presenter / Person Responsible: House System Coordinators, Campus Administrators, Teachers

Date(s) / Timeframe: Launching August-September 2025

Delivery Method: Monthly Celebrations, Assemblies, School-Wide Events, Announcements

Action Steps: Host House/Color System Contests and Competitions
Celebrate Achievements Publicly

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

Strategy 3

Increase family participation and diversity in school events and activities.

Intended Audience: families and community

Provider / Presenter / Person Responsible: Parents, Event Coordinator, Campus Admin

Date(s) / Timeframe: August 2025-May 2026

Delivery Method: Parent Square, Social Media, Email, and teacher communication, Flyers

Action Steps: Track family attendance at all events through sign-in sheets and photo documentation

Collaborate with the Parent Engagement Committee to plan culturally relevant events reflecting campus diversity

Conduct outreach to underrepresented families through phone calls, home visits, and community liaisons

Recognize and celebrate diverse family involvement through newsletters and events

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

Key Question 2 Barriers Identifying Community Engagement & Partnerships

Barrier

Root Cause

1

Despite communication efforts, parent participation in school events such as open house events or multicultural nights, as well as feedback and decision-making processes remains low across all grade levels.

Parent engagement structures do not offer flexible opportunities for involvement, parent feedback is asked for through surveys, but most parents do not take the time to submit or give feedback.

Pillar 5 Professional Learning & Quality Staff

Key Question 1

To what degree do our recruitment and retention strategies align with the district's strategic plan?

Initial Status: Minor Change

System Response (Goal) 1

Our campus recruitment and retention efforts align with the district's strategic plan by providing professional learning, optimizing collaborative planning time, and cultivating a supportive environment that values staff voice and well-being.

Evidence of Success: A 5% improvement in staff retention rates year-over-year, as reflected in HR reports

An increase of at least 10% in positive responses on staff climate surveys related to staff voice, support, and alignment with district vision

A measurable reduction in staff turnover incidents by at least 10% compared to the 2024-2025 school year

Revised PLC/planning schedules implemented with documented time increases

70% or more of the staff participation in the optional monthly Professional Learning after school opportunities

Staff Responsible: Campus Administration, Instructional Coaches, PLC teams, Behavior Specialist, Special Education Coordinator

Barriers: Student Learning & Progress 1, 3 - Student Readiness 1 - Engaged, Well-Rounded Students 3 - Professional Learning & Quality Staff 1, 2, 3

Formative Reviews

On Track

October

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Strategy 1

Optimize PLC/Planning time for lesson design and collaboration

Intended Audience: All teaching staff

Provider / Presenter / Person Responsible: Campus Admin, Instructional Coaches, PLC guiding coalition

Date(s) / Timeframe: August-September 2025- ongoing

Delivery Method: meeting schedules and PLC sessions

Action Steps: Implement new PLC/planning schedules, increasing collaboration time, August 2025

Collect and review PLC attendance and effectiveness data monthly through an effectiveness survey

Provide training on effective PLC practices to maximize planning outcomes

Implement a new lesson design day to maximize teacher planning time

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

Strategy 2

Conduct bi-weekly walkthroughs and implement targeted instructional coaching cycles based on observations

Intended Audience: Selected Staff

Provider / Presenter / Person Responsible: Campus Admin and Instructional Coaches

Date(s) / Timeframe: September- ongoing

Action Steps: Utilize the district walkthrough protocol

Review walkthrough data and trends with the campus instructional leadership team

Determine teachers who need effective coaching cycles and the level of need

Implement Coaching and Feedback Cycles using the district coaching tool

Deliver personalized instructional and classroom management coaching based on staff needs

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

Strategy 3

Enhance professional learning opportunities and coaching support aligned to staff needs.

Intended Audience: all staff

Provider / Presenter / Person Responsible: Campus Admin, Instructional Coaches, Teaching & Learning Department, and Exemplar Teachers

Date(s) / Timeframe: September 2025- ongoing
Monthly topics based on staff needs

Delivery Method: Afterschool workshops, lunch & learn, online modules

Action Steps: Schedule and deliver targeted PD sessions and coaching cycles based on staff feedback, beginning September 2025

Monitor and report staff participation and satisfaction quarterly

Adjust offerings to increase relevance and impact based on survey results

Responsible: Instructional Coach, PD Coordinator, Admin

Deliver Tier 1 behavior PD,

Special education training

Staff-suggested topics

Topics based on instructional walk-through needs

Topics based on campus assessment data trends

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

Key Question 1 Barriers Identifying Student Learning & Progress

Barrier	Root Cause
1 Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.	Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.
3 While NWEA MAP provides diagnostic and progress monitoring data, it is not consistently used to inform small-group instruction or intervention. Teachers may rely on Tier 1 materials without the strategic use of intervention time.	Data is underutilized in Tier 1 and small group instruction due to a lack of professional development and focus being put into targeted intervention.

Key Question 1 Barriers Identifying Student Readiness

Barrier	Root Cause
1 Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 1 Barriers Identifying Engaged, Well-Rounded Students

Barrier	Root Cause
3 Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent	A fully tiered and consistently implemented behavior support framework has been established, but not

student behavior expectations and support systems across the campus.

reinforced, and trainings/updates need to take place.

Key Question 1 Barriers Identifying Professional Learning & Quality Staff

Barrier

Root Cause

1

Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.

A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

2

Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.

Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.

3

While NWEA MAP provides diagnostic and progress monitoring data, it is not consistently used to inform small-group instruction or intervention. Teachers may rely on Tier 1 materials without the strategic use of intervention time.

Data is underutilized in Tier 1 and small group instruction due to a lack of professional development and focus being put into targeted intervention.

Key Question 2

To what degree are we inducting new employees into our learning organization?

Initial Status: Minor Change

System Response (Goal) 1

New employees will be systematically introduced into our learning community through intentional professional learning, mentored through coaching programs, and collaborative planning opportunities that embed them in the campus culture and instructional expectations.

Evidence of Success: All new staff members will attend at least 2 new staff induction meetings with campus instructional coaches.

An 80% positive feedback review from new employees on induction and professional learning experiences conducted through a mid-year survey

New staff demonstrate growth in instructional practices per observations and evaluations

A 5% reduction in first-year new staff turnover compared to the 2024-2025 school year

Coaching logs showing consistent, ongoing support with documented progress for 100% of new hires and teachers with 0-3 years of experience

Observable growth in instructional practices for new staff, with at least 80% meeting or exceeding expectations on formal observations and evaluations

Staff Responsible: Campus Administration

Instructional Coaches

PLC Leads

Professional Learning Committee

Behavior Specialist

Special Education Coordinator

Barriers: Student Learning & Progress 1 - Student Readiness 1 - Engaged, Well-Rounded Students 3 - Professional Learning & Quality Staff 1, 2

Formative Reviews

On Track

October

January

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June

Strategy 1

Provide targeted instructional coaching and ongoing check-ins to support campus initiatives, professional learning, and onboarding processes focused on new staff.

Intended Audience: new teachers

Provider / Presenter / Person Responsible: instructional coaches

campus administrators

grade level team leads

campus mentors

Date(s) / Timeframe: ongoing throughout the year

Delivery Method: one on one meetings

coaching cycles

check ins for support and frequent feedback

Action Steps: Develop and deliver a new employee orientation and induction program by August 2025

Identify new staff needs and assign campus mentors to new teachers.

Schedule regular PD sessions and coaching opportunities specifically for new staff throughout the year (Monthly)

Collect feedback via surveys after each PD session to refine offerings

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

Strategy 2

Provide a variety of professional learning opportunities that meet new staff needs

Intended Audience: new teachers

Provider / Presenter / Person Responsible: campus administrators
instructional coaches
team leads
campus design team members

Date(s) / Timeframe: September 2025- ongoing

Delivery Method: workshops
lunch and learns
face to face meetings
online modules

Action Steps: Beginning of the year professional development
districtwide initiatives trainings
classroom management 101- CHAMPS
Capturing Kids' Hearts
Tier 1 Behavior training
Special Education expectations
MTSS training

Conduct bi-weekly walkthroughs to gather data needed to determine the need for professional learning

Conduct surveys to ask for feedback on what types of professional learning opportunities are needed

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

Key Question 2 Barriers Identifying Student Learning & Progress

Barrier	Root Cause
1 Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.	Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.

Key Question 2 Barriers Identifying Student Readiness

Barrier	Root Cause
1 Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 2 Barriers Identifying Engaged, Well-Rounded Students

Barrier	Root Cause
3 Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.

Key Question 2 Barriers Identifying Professional Learning & Quality Staff

Barrier	Root Cause
1 Classroom discipline strategies vary significantly from grade to grade and class to class, leading to inconsistent student behavior expectations and support systems across the campus.	A fully tiered and consistently implemented behavior support framework has been established, but not reinforced, and trainings/updates need to take place.
2 Teachers have a varied skill set when it comes to analyzing data and connecting it to classroom instruction. Reports and data are looked at frequently, but not used to effectively to plan, group students, identify skill gaps, or align instructional strategies.	Teachers are not consistently using NWEA MAP or end-of-unit assessment data to guide planning and differentiation because they lack ongoing support in connecting RIT scores and goal areas to TEKS-aligned instruction within Eureka Math and Amplify Reading.

Key Question 3

To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Initial Status: Major Change

System Response (Goal) 1

Offer personalized professional learning opportunities that foster reflection and instructional growth through targeted coaching, differentiated PD, and structured collaborative planning time, aligned with staff needs and preferences.

Evidence of Success: All teachers needing the support will complete at least one targeted coaching cycle with a documented professional goal and reflection.

80% of staff reporting that professional learning opportunities are relevant and supportive of their growth (as measured by post-PD surveys)

All PLC agendas will focus on reflection, data use, and instructional planning

At least 80% of teachers will show growth in instructional domains on T-TESS evaluations compared to the Beginning of Year 15-minute walkthrough

Evidence of improved classroom practices through walkthrough trends, including implementation of Tier 1 instructional and behavior strategies

Staff Responsible: Campus Administration
Instructional Coaches
Professional Learning Committee
Campus Design Team

Formative Reviews

On Track

October

January

March

June

Strategy 1

Implement targeted coaching cycles aligned to specific individual growth areas

Intended Audience: teachers requesting or needing assistance

Provider / Presenter / Person Responsible: instructional coaches and campus administrators

Date(s) / Timeframe: August 2025- ongoing

Delivery Method: coaching sessions
classroom observations
feedback and goal setting meetings
follow up meetings

Action Steps: Assign all teachers to a fall or spring coaching cycle based on individual goals or instructional need

Facilitate goal-setting meetings and mid/end-of-cycle reflection conferences

Document all coaching cycles using logs that highlight areas of focus and outcomes

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

Strategy 2

Enhance PLC and Lesson Internalization Time for improved instructional design and implementation

Intended Audience: all staff

Provider / Presenter / Person Responsible: campus admin, instructional coaches, teachers, grade level leads

Date(s) / Timeframe: ongoing

Delivery Method: PLC Team Time
Lesson Internalization Planning Time

Action Steps: Restructure sessions to deepen lesson planning and data analysis

Maximize PLC time to be data focused and targets small group intervention

Implement a rotating schedule where teachers practice teaching upcoming concepts to peers for feedback

Allow teachers 10 minutes a month at the beginning of lesson design meetings to observe other teacher's classrooms and share feedback

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

Strategy 3

Facilitate staff feedback and recognition to build capacity and morale

Intended Audience: all staff

Provider / Presenter / Person Responsible: campus admin
campus leadership team
campus design team
team leads

Date(s) / Timeframe: September 2025- ongoing

Delivery Method: suggestion boxes
staff shout outs
staff of the week announcements

Action Steps: Highlight a teacher and para each week who is implementing effective strategies or improvements in the classroom

Announce "Teacher Shout-outs" each week on the announcements and social media

Take teacher feedback and suggestions and implement changes if needed

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

Pillar 6 Fiscal & Operational Systems

Key Question 1

To what degree are all facilities well-maintained and conducive to learning?

Key Question 2

To what degree do staff have access to resources necessary to fulfill the strategic plan?

Pillar 7 Safety & Well-Being

Key Question 1

To what degree do our students and staff feel safe at school?

Key Question 2

To what degree do we ensure social well-being for all students?

Key Question 3

To what degree do we ensure social well-being for all staff?