

# Grand Prairie Independent School District



## Rayburn Elementary

## 2025-2026 Campus Improvement Plan

# Mission Statement

Sam Rayburn Elementary STEAM Academy <http://www.gpisd.org/rayburn> is a K-5 Choice school. The mission of Sam Rayburn Elementary STEAM Academy is to foster each student's innate curiosity and joy of discovery through science, technology, engineering, arts, and math. We will prepare students to be academically successful, socially aware, scientifically literate, and respectful, responsible citizens in the global community. We will achieve this by combining student-centered, collaborative and inquiry learning with active parental and community involvement. The academic curriculum offers all courses required by the State of Texas for the mastery of standards for each grade level.

## Vision

The vision of Sam Rayburn Elementary STEAM Academy is to provide our students with safe, nurturing and engaging learning environments where they become creative inquirers and communicators. Through collaboration with parents and community, we leverage available resources to offer students science exploration and collaborative problem solving in order to prepare all students for college.

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# **Comprehensive Needs Assessment**

# Demographics

## Summary

In 2025-2026, Rayburn Elementary STEAM Academy has 460 students in grade preKindergarten through fifth grade. Our campus also has specialized programming PPCD4 and functional skills.

## Strengths

Students at Rayburn Elementary STEAM Academy have access to instruction provided by highly qualified teachers using a TEKS-based curriculum aligned to state standards. Our students benefit from a bilingual program, STEAM-enhanced learning experiences, and a variety of specialized programs.

In addition, all students receive instruction in Fine Arts, including music and art, as well as physical education. Every student on campus has equitable access to learning across all core content areas and special classes.



# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



Current data shows that there is 86% of students that qualify for the free and reduced lunch program. 2024-2025 concluded with 70% of students qualifying for the free and reduced lunch program. Concerns with under identification, basic needs of students and funding for students that qualify.

Access to data regarding families who completed free and reduced lunch applications was limited due to inconsistent communication and timelines from Food Services. As a result, some families were required to reapply if they had submitted a paper application after a specific deadline.

2



The campus data shows an under identification of gifted learners. "The U.S. Department of Education's Office of Civil Rights estimates that six percent of public school students are enrolled in gifted and talented programs." Currently, our campus is 5% (21 students).

The root causes include challenges related to identification, staff training, systematic processes, data-driven decision-making, language development, and assessment practices. In the 2025-2026 school year, the program transitioned to a part-time pull-out model, with a GT specialist on campus only two days per week and shared with another campus. The model also changed to less pull out time.

3



The campus data shows an under identification of 504 learners. Current data shows, 2% (12 students) of 460 students are identified as needing a 504 plan because of a diagnosis that significantly limits one or more life activities.

The root causes include identification, training, systematic processes, data driven decisions, parental/family awareness, and advocacy.

4



The campus data shows an under identification of dyslexic students. "Research from the National Institutes of Health as well as Yale University shows that around 1 in 5 people struggle with reading." Current data shows, 4% (19 students) of 460 students. "That means that in every classroom in the United States there are between 2-4 children who need help with reading, writing and/or spelling."

The root causes include challenges related to identification, staff training, systematic processes, progress monitoring, and parent and family awareness. Additionally, the program is supported by a part-time teacher who is shared with another campus, which impacts the delivery, consistency of services, and core content teacher support.

5

Rayburn Elementary STEAM Academy did not receive its full allocation of Title I funding for the current year, as funds were redistributed to other campuses, resulting in reduced financial support aligned to the campus's Title I percentage.

The funding and the Family Parent Liaison position were reallocated to another campus to better support that campus's identified needs.

= Priority

# Student Learning

## Summary

### Campus BOY MAP Data (Reading)

### Campus BOY MAP Data (Math)

### 3rd-5th: STAAR Data

Our preliminary accountability score card, show the campus at a 71.7%.

| 2024 Preliminary Accountability Report Card - Elementary School                                                                    |                              |                 |             |                                                                    |                                                |           |        |       |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------|-------------|--------------------------------------------------------------------|------------------------------------------------|-----------|--------|-------|
| What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component |                              |                 |             |                                                                    |                                                |           |        |       |
| Campus Name                                                                                                                        | SAM RAYBURN EL STEAM ACADEMY |                 |             | Campus Number                                                      |                                                | 057910118 |        |       |
| % EcoDis<br>(Fall 2023 Snapshot)                                                                                                   | 87.1                         |                 |             | Enter 9-digit county-district-campus # f<br>(no hyphens or spaces) |                                                |           |        |       |
|                                                                                                                                    |                              |                 |             |                                                                    |                                                |           |        |       |
|                                                                                                                                    |                              | Component Score | Scale Score | Letter Grade                                                       | Overall Grade Components                       |           | Weight | Total |
| Domain I - Student Achievement STAAR Performance                                                                                   |                              | 35              | 60          | D                                                                  | Best Scale Score:<br><br>Domain I or Domain II | 75        | 70 %   | 52.5  |
| Domain II - School Progress<br>(Better of Part A or Part B)                                                                        |                              |                 | 75          | C                                                                  |                                                |           |        |       |
| Part A - Academic Growth                                                                                                           |                              | 67              | 75          | C                                                                  |                                                |           |        |       |
| Part B - Relative Performance                                                                                                      |                              | 35              | 66          | D                                                                  |                                                |           |        |       |
| Domain III - Closing the Gaps                                                                                                      |                              | 21              | 64          | D                                                                  | Domain III Scale Score                         | 64        | 30 %   | 19.2  |

## Strengths

Strength 1: Cohort data shows that students that were consistency enrolled at Rayburn Elementary STEAM Academy made gains from 3rd to 4th to 5th grade. Students added value in students achievement (Domain 1) and student growth (Domain 2a).

Strength 2: Data in 2022-2023, helped qualify nine teachers for teacher incentive allotment. In 2023-2024, this data was confirmed, resulting in TEA designating 3 teachers on the Masters Level, 4 teachers on the Exemplary Level, and 2 on the Recognized Level. These distinctions impacted the quality of instruction and student learning in the classroom. (7 teachers are in a STAAR tested grade)

Strength 3: MAP data gives teachers information about student progress and what students might already know which will impact planning and instruction.

# Problem Statements Identifying Student Learning Needs

|        | Problem Statement                                                                                                                                                                                                                                                                                 | Root Cause                                                                                                                                                                                             |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>★ | Domain 1: Student Achievement - All tests, all students showed a decline from the 2022-2023 school year.                                                                                                                                                                                          | Teaching, learning, campus/district assessments , and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students. |
| 2<br>★ | Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2022-2023 school year to the 2023-2024 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages. | Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.                                                                         |
| 3<br>★ | Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations.                                                                                                              | Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.                                                        |

★ = Priority

# School Processes & Programs

## Summary

**1. Curriculum & Instruction** - Rayburn Elementary STEAM Academy focuses learning on the Texas Essential Knowledge and Skills, TEKS. We follow the district year at a glance, curriculum resources (HMH, TPMPC, Stemsopes) and all planning documents from the Teaching and Learning Department in GPISD. We focus on best practices in the classroom and effective instruction for successful student learning outcomes. Our goal is for all students to meet and master grade level expectations.

**2. Professional Development** - All staff participate in mandatory trainings for instruction, safety, social/emotional, state/federal requirements and as employees and professionals of the district. Professional Development is offered in the summer, during Wednesday PLC meetings, after school staff meetings, Saturdays, and other specific days. The trainings are virtual and in person.

**3. Leadership & Decision-Making Processes** - At Rayburn the campus Leadership Team is made up of the Principal, Assistant Principal, Instructional Coach, STEAM Coordinator, and Counselor. There are grade level team leaders, specific coaching cycles, and staff are leaders with different initiatives on the campus.

**4. Communication** - Communication takes place on the campus for staff in a Weekly SMORE newsletter. Families and parents are communicated with via text, monthly SMORE newsletter, flyers, marquee, facebook, e-mails, and weekly call outs.

**5. Organization & Context** - Rayburn Elementary STEAM Academy is a Title I school, 2023-2024 (87%). We have students that are zoned to us based on address and we are a school of choice. Students fill out applications to attend Rayburn. Currently, we have 174 students on an application from surrounding cities including Arlington, DeSoto, Lancaster, Duncanville, Fort Worth, and other parts of Grand Prairie.

**6. Scheduling** - We have created a master schedule that maximizes instruction. It follows and allows time for re-teaching gap skills, advanced academics, specialized programs, art, music, PE, and a STEAM rotation.

**7. Support Services** - On our campus we have a Family Parent Liaison and work with the district facilitators and strategists based on campus needs.

**8. Extracurricular Opportunities** - Students have opportunities to participate in clubs, such as Honor Choir, Girls that Code, art club and more. Students participate in competitions/contests and city events.

**9. Technology Integration** - All of our classrooms have interactive boards, Newline boards, which are integrated in learning by the teacher and students. We are a 1 to 1 campus with iPad devices, have cricut machines, a 3-D printer, spheros, and an interactive projector. Students use the learning apps, iReady, Imagine Learning, SORA, and Legends of Learning.

## Strengths

**1. Curriculum & Instruction** - The campus and teachers are supported by district facilitators/strategists that come to our campus and plan with teachers. They also provide feedback in walkthroughs and lesson observations.

**2. Professional Development** - There are multiple trainings and opportunities for staff to learn, grow, collaborate and get professional training. Professional development changes throughout the year based on specific needs and input from the staff.

**3. Leadership & Decision-Making Processes** - On the campus leadership team, each member looks through a different lens, so there is a comprehensive look at decision making. (Administration, Instruction, Social and Emotional, School of Choice, and Teacher Leaders)

**4. Communication** - Staff and families have multiple ways to learn about events and things happening on the campus.

The communication is consistent and we provide reminders prior to events on campus. At the Title One meeting, parents gave feedback about wanting more text v. e-mails. They could respond quicker and get communication faster.

**5. Organization & Context** - Our enrollment has grown this year from 461 students, last year, to 535 students.

**6. Scheduling** - The daily schedule benefits the whole child including academics, physical fitness, fine arts, music, STEAM, nutrition, and specialized programming. Our goal is overall student achievement.

**7. Support Services** - Staff is able to learn from experts within the district that specialize in specific areas. They are able to learn from these experts and receive feedback on increasing the effectiveness of their teaching and student learning outcomes.

**8. Extracurricular Opportunities** - At Rayburn we continue to develop the whole child, in addition to academics. Students have the opportunity to grow in physical fitness, fine arts, music, STEAM.

**9. Technology Integration** - Learning, communication, student products are all enhanced with the integration of technology. We emphasize the "T" in STEAM and each year include more technology on the campus that is accessible to staff and students.

# Problem Statements Identifying School Processes & Programs Needs

| Problem Statement                                        | Root Cause                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1★</div> <div>1. Curriculum &amp; Instruction</div> | <div>The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.</div> |
| <div>2★</div> <div>2. Professional Development</div>     | <div>Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Sometimes there is a "trainer of trainers" model that is ineffective because it creates gaps in implementation of programs, apps, and instructional practices.</div>                                         |
| <div>3★</div> <div>5. Organization &amp; Context</div>   | <div>With growth and acceptance to GPISD in the application process, there is a lack of consistency in curriculum and instruction across districts, schools, grade levels and subject areas. Students experience gaps or redundancies in learning.</div>                                                                                                                                                              |
| <div>4★</div> <div>7. Support Services</div>             | <div>Instruction does not address the diverse learning needs of all students, such as English language learners, students with disabilities, or gifted students. Some students may fall behind while others are not challenged.</div>                                                                                                                                                                                 |

★ = Priority

# Perceptions

## Summary

**1. Surveys, interview, & focus groups** - The campus gets in put from families, staff, students, and the community members. Surveys are sent through GPISD, we have used school culture and climate surveys, and students take a Panorma Survey. In our parent meetings and with our volunteers we ask about feedback and areas to address on the campus. Ask staff, parents, and students about their satisfaction with school operations, communication, and overall experience.

### **2. Parent engagement evaluations/feedback & participation levels -**

At our campus events...

- we use sign in sheets to track participation.
- get input from families regarding strengths and ideas for change.
- attendance at school events, meetings, and workshops.
- participation rates in surveys and parent-teacher conferences.
- feedback from parents regarding their experience with involvement opportunities.
- analyze parent volunteer hours and contributions.

**3. Culture, climate, values beliefs** - We conduct culture and climate surveys targeting staff, students, and parents to assess: respect, inclusivity, and alignment with the school's mission and integration of STEAM, and shared values.

**4. Community partnerships and volunteer data** - We track partnerships with local organizations (e.g., mentorships, donations), volunteer hours contributed by community members, impact and satisfaction levels with these partnerships and collect feedback from partners to assess mutual benefits and potential areas for collaboration.

**5. Staff surveys/feedback** - We seek input on professional development, and workload, alignment with school goals and values and suggestions for operational improvements.

**6. Student feedback** - We ask questions and use age-appropriate surveys to ask students about their learning experiences and perceptions of school, accessibility to resources and support systems, and opinions on school events.

### **7. Communication Data -**

We are informed and analyze...

- open and click rates of emails/newsletters sent to parents and staff. (BBCOMMS)
- engagement rates on social media platforms. (Facebook)
- response times and feedback quality for inquiries. (Remind)

- collect feedback on communication preferences and clarity. (SMORE Newsletter through e-mail and text)

**8. Staff Retention** - At Rayburn, we compare our annual retention and turnover rates, reasons for staff departures, and look at comparisons to overall state hiring and retention.

## Strengths

**1. Surveys, interview, & focus groups** - This allows for data from multiple perspectives and comprehensive feedback.

**2. Parent engagement evaluations/feedback & participation levels** - Measures the effectiveness of parent engagement strategies and identifies barriers to participation.

**3. Culture, climate, values beliefs** - This is a strength because it helps us identify areas where school culture and values may need alignment or reinforcement.

**4. Community partnerships and volunteer data** - Helps measure the reach and effectiveness of external partnerships. (outside of GPISD)

**5. Staff surveys/feedback** - Provides data on staff morale and informs retention strategies.

**6. Student feedback** - Understands how effectively the school meets student needs and expectations. It allows students to have a voice.

**7. Communication Data** - Identifies strengths and weaknesses in school communication channels.

**8. Staff Retention** - Gauges the stability of the workforce and uncovers systemic issues. It also allows movement on our campus for teachers wanting to be in different grade levels.

# Problem Statements Identifying Perceptions Needs

| Problem Statement                                                                 | Root Cause                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br>★<br>1. Surveys, interview, & focus groups                            | Stakeholders report too many surveys on campus and district levels, low response rates, and focus groups/interviews lack consistent participation, reducing the reliability of collected data to inform decisions.                                                                                                                                                                    |
| <b>2</b><br>★<br>2. Parent engagement evaluations/feedback & participation levels | Parent participation in school events and feedback opportunities is inconsistent, with limited engagement from underrepresented groups, hindering a full understanding of parent needs and perspectives.                                                                                                                                                                              |
| <b>3</b><br>★<br>3. Culture, climate, values beliefs                              | Survey results and anecdotal evidence reveal a disconnect between the stated school values and the perceived experiences of staff and students, resulting in families being uninformed.                                                                                                                                                                                               |
| <b>4</b><br>4. Community partnerships and volunteer data                          | Partnerships have impacted our school greatly, but take planning, time, staff, and approval on many district levels.                                                                                                                                                                                                                                                                  |
| <b>5</b><br>★<br>5. Staff surveys/feedback                                        | Staff feedback shows dissatisfaction with workload, lack of meaningful professional development opportunities, and poor planning, and overload on initiatives without follow through on a district level including leadership development. The campus is understaffed to support student needs. Administration is working to meet too many expectations that do not impact academics. |

6  
★

#### 6. Student feedback

According to the students, they love many aspects of the school and come for STEAM learning. Older students have a greater voice than younger students, and the Panorama survey still shows students have perceptions of low self efficacy.

7  
★

#### 7. Communication Data

Parents, students, and staff identify gaps in school communication, including delays in responses, unclear messaging, and inconsistent use of preferred channels, leading to confusion and frustration.

8  
★

#### 8. Staff Retention

High turnover rates among staff, particularly in key instructional roles, suggest dissatisfaction with working conditions and a lack of strategies to retain high-performing employees. There are inequities in what is required by certain job descriptions than others. All means all on a campus is not supported by departments.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Current data shows that there is 86% of students that qualify for the free and reduced lunch program. 2024-2025 concluded with 70% of students qualifying for the free and reduced lunch program. Concerns with under identification, basic needs of students and funding for students that qualify.

Access to data regarding families who completed free and reduced lunch applications was limited due to inconsistent communication and timelines from Food Services. As a result, some families were required to reapply if they had submitted a paper application after a specific deadline.

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The campus data shows an under identification of gifted learners. "The U.S. Department of Education's Office of Civil Rights estimates that six percent of public school students are enrolled in gifted and talented programs." Currently, our campus is 5% (21 students).

The root causes include challenges related to identification, staff training, systematic processes, data-driven decision-making, language development, and assessment practices. In the 2025-2026 school year, the program transitioned to a part-time pull-out model, with a GT specialist on campus only two days per week and shared with another campus. The model also changed to less pull out time.

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The campus data shows an under identification of 504 learners. Current data shows, 2% (12 students) of 460 students are identified as needing a 504 plan because of a diagnosis that significantly limits one or more life activities.

The root causes include identification, training, systematic processes, data driven decisions, parental/family awareness, and advocacy.

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The campus data shows an under identification of dyslexic students. "Research from the National Institutes of Health as well as Yale University shows that around 1 in 5 people struggle with reading." Current data shows, 4% (19 students) of 460 students. "That means that in every classroom in the United States there are between 2-4 children who need help with reading, writing and/or spelling."

The root causes include challenges related to identification, staff training, systematic processes, progress monitoring, and parent and family awareness. Additionally, the program is supported by a part-time teacher who is shared with another campus, which impacts the delivery, consistency of services, and core content teacher support.

5  
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Domain 1: Student Achievement - All tests, all students showed a decline from the 2022-2023 school year.

Teaching, learning, campus/district assessments , and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students.

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Domain 2(b): School Progress (Relative Performance) - School Progress (Student Growth) - Students showed a decline in growth from the 2022-2023 school year to the 2023-2024 school year relative to campuses in the state with the same demographics and economically disadvantaged percentages.

Our programming did not support the needs of growing students like other campuses did in the state that compare to our school.

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Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations.

Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.

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1. Curriculum & Instruction

The curriculum is overly packed, leaving insufficient time for mastery of key concepts. Students may receive superficial exposure to content without deeper understanding and are unprepared for assessments or future grade levels. Data is ineffectively used to inform instruction and address gaps in learning. Instruction may not be targeted to address areas where students need the most support.

9  
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2. Professional Development

Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Sometimes there is a "trainer of trainers" model that is ineffective because it creates gaps in implementation of programs, apps, and instructional practices.

10  
★

5. Organization & Context

With growth and acceptance to GPISD in the application process, there is a lack of consistency in curriculum and instruction across districts, schools, grade levels and subject areas. Students experience gaps or redundancies in learning.

11  
★

7. Support Services

Instruction does not address the diverse learning needs of all students, such as English language learners, students with disabilities, or gifted students. Some students may fall behind while others are not challenged.

12  
★

1. Surveys, interview, & focus groups

Stakeholders report too many surveys on campus and district levels, low response rates, and focus groups/interviews lack consistent participation, reducing the reliability of collected data to inform decisions.

13  
★

2. Parent engagement evaluations/feedback & participation levels

Parent participation in school events and feedback opportunities is inconsistent, with limited engagement from underrepresented groups, hindering a full understanding of parent needs and perspectives.

14  
★

3. Culture, climate, values beliefs

Survey results and anecdotal evidence reveal a disconnect between the stated school values and the perceived experiences of staff and students, resulting in families being uninformed.

15  
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5. Staff surveys/feedback

Staff feedback shows dissatisfaction with workload, lack of meaningful professional development opportunities, and poor planning, and overload on initiatives without follow through on a district level including leadership development. The campus is understaffed to support student needs. Administration is working to meet too many expectations that do not impact academics.

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6. Student feedback

According to the students, they love many aspects of the school and come for STEAM learning. Older students have a greater voice than younger students, and the Panorama survey still shows students have perceptions of low self efficacy.

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★

#### 7. Communication Data

Parents, students, and staff identify gaps in school communication, including delays in responses, unclear messaging, and inconsistent use of preferred channels, leading to confusion and frustration.

18  
★

#### 8. Staff Retention

High turnover rates among staff, particularly in key instructional roles, suggest dissatisfaction with working conditions and a lack of strategies to retain high-performing employees. There are inequities in what is required by certain job descriptions than others. All means all on a campus is not supported by departments.

★ = Priority



# Priority Focus Areas

# Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

## Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

**Evaluation Data Source:** STAAR Reading Data & MAP Data

### Strategy 1

We will conduct consistent data-driven leadership and staff meetings to analyze BOY, MOY, and EOY reading data (MAP, iReady, district benchmarks) to identify trends, track progress, and determine intervention priorities.

**Strategy's Expected Result/Impact:** Early Childhood Literacy Proficiency: The percentage of 3rd grade students at Rayburn scoring Meets grade level or above on STAAR Reading will increase from 23% to 33% for English and Spanish test administrations by June 2030. (HB3 Goal)

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff

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

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

### Strategy 2

We will create instructional systems to monitor implementation of reading instruction, including classroom walkthroughs, PLC agendas, and teacher coaching cycles (Get Better Faster Scope and Sequence).

**Strategy's Expected Result/Impact:** Early Childhood Literacy Proficiency: The percentage of 3rd grade students at Rayburn scoring Meets grade level or above on STAAR Reading will increase from 23% to 33% for English and Spanish test administrations by June 2030. (HB3 Goal)

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff

**Problem Statements:** Student Learning 3 - School Processes & Programs 4

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

## Strategy 3

We will facilitate weekly reading instruction PLCs where grade-level teams (3rd grade) will internalize TEKS, review student work samples/exit tickets, addressing misconceptions, and aligning lessons to STAAR rigor. TEA Reading, Researched Based Instructional Strategies, RBIS

**Strategy's Expected Result/Impact:** Early Childhood Literacy Proficiency: The percentage of 3rd grade students at Rayburn scoring Meets grade level or above on STAAR Reading will increase from 23% to 33% for English and Spanish test administrations by June 2030. (HB3 Goal)

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff

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

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

### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

## Strategy 4

We will utilize instructional coach, partner teachers, and administrators to provide targeted small-group instruction and after-school tutoring focused on strengthening reading skills and comprehension.

**Strategy's Expected Result/Impact:** Early Childhood Literacy Proficiency: The percentage of 3rd grade students at Rayburn scoring Meets grade level or above on STAAR Reading will increase from 23% to 33% for English and Spanish test administrations by June 2030. (HB3 Goal)

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff

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

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing

**Formative Reviews**

Some Progress

**November**

Moderate Progress

**January**

**March**

**June**

## Measurable Objective 1 Problem Statements Identifying Student Learning

|   | Problem Statement                                                                                                                                                                    | Root Cause                                                                                                                                                                                             |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Domain 1: Student Achievement - All tests, all students showed a decline from the 2022-2023 school year.                                                                             | Teaching, learning, campus/district assessments , and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students. |
| 3 | Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ethnic groups, socioeconomic backgrounds and other student populations. | Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.                                                        |

## Measurable Objective 1 Problem Statements Identifying School Processes & Programs

|   | Problem Statement           | Root Cause                                                                                                                                                                                                                                                                                                                                                         |
|---|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | 2. Professional Development | Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Sometimes their is a "trainer of trainers" model that is ineffective because it creates gaps in implementation of programs, apps, and instructional practices. |
| 3 | 5. Organization & Context   | With growth and acceptance to GPISD in the application process, there is a lack of consistency in curriculum and instruction across districts, schools, grade levels and subject areas. Students experience gaps or redundancies in learning.                                                                                                                      |
| 4 | 7. Support Services         | Instruction does not address the diverse learning needs of all students, such as English language learners, students with disabilities, or gifted students. Some students may fall behind while others are not challenged.                                                                                                                                         |

## Measurable Objective 2 ☒ High Priority ☒ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

### Strategy 1

We will conduct consistent data-driven leadership and staff meetings to analyze BOY, MOY, and EOY reading data (MAP, iReady, district benchmarks) to identify trends, track progress, and determine intervention priorities.

**Strategy's Expected Result/Impact:** Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal) (29% Meets and 9% Masters)

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff

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

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

### Strategy 2

We will create instructional systems to monitor implementation of reading instruction, including classroom walkthroughs, PLC agendas, and teacher coaching cycles (Get Better Faster Scope and Sequence).

**Strategy's Expected Result/Impact:** Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal) (29% Meets and 9% Masters)

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff

**Problem Statements:** Student Learning 3 - School Processes & Programs 4

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

Some Progress

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Moderate Progress

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## Strategy 3

We will facilitate weekly math instruction PLCs where grade-level teams (3rd grade) will internalize TEKS, review student work samples/exit tickets, addressing misconceptions, and aligning lessons to STAAR rigor. TEA Math, Researched Based Instructional Strategies, RBIS

**Strategy's Expected Result/Impact:** Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal) (29% Meets and 9% Masters)

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff

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

### Formative Reviews

Some Progress

November

Moderate Progress

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## Strategy 4

We will utilize instructional coach, partner teachers, and administrators to provide targeted small-group instruction and after-school tutoring focused on strengthening reading skills and comprehension.

**Strategy's Expected Result/Impact:** Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal) (29% Meets and 9% Masters)

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff

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

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

### Formative Reviews

Some Progress

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Measurable Objective 2 Problem Statements Identifying Student Learning

|   | Problem Statement                                                                                                                                                                     | Root Cause                                                                                                                                                                                             |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Domain 1: Student Achievement - All tests, all students showed a decline from the 2022-2023 school year.                                                                              | Teaching, learning, campus/district assessments , and data results, were not aligned to reflect student performance. This was challenging to make data drive decisions that would impact all students. |
| 3 | Domain 3: Closing the Gaps - The data from the 2023-2024 STAAR assessment showed that the gap between racial/ ethnic groups, socioeconomic backgrounds and other student populations. | Our programming did not support closing the gaps between between racial/ethnic groups, socioeconomic backgrounds and other student populations.                                                        |

Measurable Objective 2 Problem Statements Identifying School Processes & Programs

|   | Problem Statement           | Root Cause                                                                                                                                                                                                                                                                                                                                                         |
|---|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | 2. Professional Development | Teachers lack access to high-quality, ongoing professional development tailored to their instructional needs. Teachers may struggle to implement new strategies or keep up with curriculum changes. Sometimes their is a "trainer of trainers" model that is ineffective because it creates gaps in implementation of programs, apps, and instructional practices. |
| 3 | 5. Organization & Context   | With growth and acceptance to GPISD in the application process, there is a lack of consistency in curriculum and instruction across districts, schools, grade levels and subject areas. Students experience gaps or redundancies in learning.                                                                                                                      |
| 4 | 7. Support Services         | Instruction does not address the diverse learning needs of all students, such as English language learners, students with disabilities, or gifted students. Some students may fall behind while others are not challenged.                                                                                                                                         |

Measurable Objective 3  High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Measurable Objective 4  High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Rayburn Elementary STEAM Academy will continue implementation of the PBIS RISE framework (Responsible, Innovative, Safe, Empowered) to reinforce positive behavior and safe decision-making. Behavioral expectations will be explicitly taught, modeled, and reinforced through STEAM-aligned acronyms and practices. The RISE framework will promote consistency in expectations, increase positive student behaviors, and reduce disciplinary incidents that result in ISS, OSS, and DAEP placements.

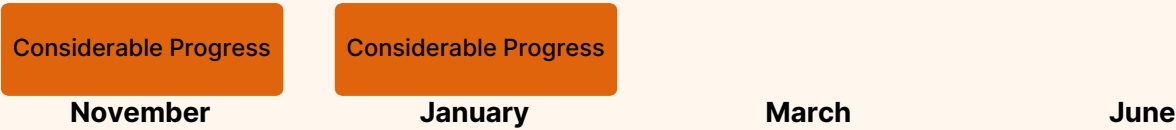
**Strategy's Expected Result/Impact:** Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

**Staff Responsible for Monitoring:** Everyone: Administration, Leadership Team, All Staff

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Rayburn Elementary STEAM Academy will collect ongoing student feedback related to self-efficacy, school connectedness, and perceptions of themselves as learners through our Panorama screener. This data will inform targeted guidance lessons and social-emotional supports. Providing students with opportunities to reflect on their feelings, learning experiences, and school climate will strengthen self-awareness, improve emotional regulation, and proactively address behaviors before disciplinary actions are needed.

**Strategy's Expected Result/Impact:** Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

**Staff Responsible for Monitoring:** Everyone: Administration, Leadership Team, All Staff

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Some Progress

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### Strategy 3

Rayburn Elementary STEAM Academy will continue the Handprints on Hearts mentoring program, pairing students with positive adult role models on campus. Through regular mentoring interactions, students will build trusting relationships, develop social skills, and receive consistent encouragement and support. Strengthening student-adult connections will promote a sense of belonging, improve behavior, and reduce disciplinary referrals by addressing student needs through relationship-based interventions.

**Strategy's Expected Result/Impact:** Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

**Staff Responsible for Monitoring:** Everyone: Administration, Leadership Team, All Staff

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Some Progress

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### Measurable Objective 5 High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

**Evaluation Data Source:** Survey Data & Sign-In Documents

### Strategy 1

Host High-Interest, STEAM-Focused Family Events: We will promote STEAM nights, literacy and math family workshops, holiday and culturally relevant celebrations that give families hands-on experiences aligned to our campus theme. These events increase family participation by making learning interactive, fun, and connected to what students are doing in the classroom.

**Strategy's Expected Result/Impact:** Rayburn Elementary STEAM Academy will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by through ongoing family engagement initiatives and strategies by June 2030.

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff, Family Parent Liaison, Parents, and Community

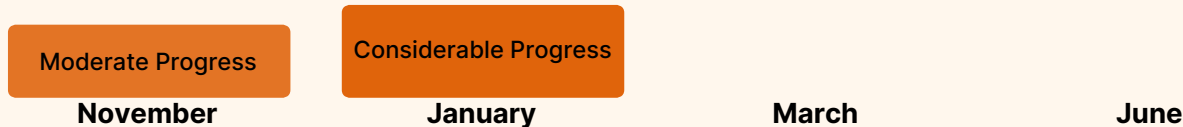
**Problem Statements:** Perceptions 2

**Title I:** 2.5.1

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews



## Strategy 2

**Strengthen Communication Through Multiple Platforms:** We will ensure families receive timely, consistent communication through SMORE newsletters, Remind, flyers, and social media. By sharing clear event details, reminders, and follow-ups across multiple platforms, we can reach more families, remove barriers to participation, and increase attendance at campus and district events.

**Strategy's Expected Result/Impact:** Rayburn Elementary STEAM Academy will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by through ongoing family engagement initiatives and strategies by June 2030.

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff, Family Parent Liaison, Parents, and Community

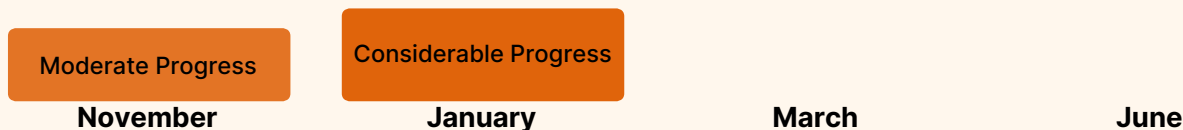
**Problem Statements:** Perceptions 2

**Title I:** 2.5.1

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 3

**Expand Parent Engagement Through Our Family/Parent Liaison:** We will provide workshops, seminars, and volunteer opportunities focused on academics, technology skills, PTA outreach, and community partnerships. By offering multiple entry points--such as volunteering, campus events, parent leadership roles, and learning sessions--we create more inclusive, accessible ways for families to be involved and invested in their child's educational experience.

**Strategy's Expected Result/Impact:** Rayburn Elementary STEAM Academy will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by through ongoing family engagement initiatives and strategies by June 2030.

**Staff Responsible for Monitoring:** Administration, Leadership Team, and School Staff, Family Parent Liaison, Parents, and Community

**Problem Statements:** Perceptions 2

**Title I:** 2.5.1, 2.5.3

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

**Formative Reviews**

Some Progress

November

Some Progress

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**Measurable Objective 5 Problem Statements Identifying Perceptions**

| Problem Statement                                                 | Root Cause                                                                                                                                                                                               |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Parent engagement evaluations/ feedback & participation levels | Parent participation in school events and feedback opportunities is inconsistent, with limited engagement from underrepresented groups, hindering a full understanding of parent needs and perspectives. |

**Measurable Objective 6** ☒ **High Priority**

**Student Attendance:** GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

**Evaluation Data Source:** Skyward Attendance Data

**Strategy 1**

**Display Grade-Level and Campus Attendance Data to Increase Awareness:** We will publicly post weekly grade-level and overall campus ADA percentages so parents, staff, and students can clearly see current attendance trends. By making data visible and easy to understand, we can create shared ownership, celebrate growth, and encourage students to take pride in being present every day.

**Strategy's Expected Result/Impact:** Student Attendance: Rayburn Elementary STEAM Academy will increase overall Average Daily Attendance (ADA) from 94.7% to 95.9% by June 2030.

**Staff Responsible for Monitoring:** Everyone: Administration, Leadership Team, All Staff, and Families

## Formative Reviews

Considerable Progress

November

Considerable Progress

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## Strategy 2

Partner With Community Businesses to Provide Attendance Incentives: We will collaborate with local businesses to offer coupons and rewards for students who achieve perfect or improved attendance. Students will also earn attendance brag tags, building excitement and providing ongoing motivation to come to school consistently.

**Strategy's Expected Result/Impact:** Student Attendance: Rayburn Elementary STEAM Academy will increase overall Average Daily Attendance (ADA) from 94.7% to 95.9% by June 2030.

**Staff Responsible for Monitoring:** Everyone: Administration, Leadership Team, All Staff, and Families

## Formative Reviews

Moderate Progress

November

Considerable Progress

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## Strategy 3

Implement Classroom Attendance Incentive Charts: Teachers will maintain classroom attendance charts so students can visually track class progress toward a shared goal. When all students are present, classes can earn incentives such as extra recess, special activities, or classroom celebrations. This promotes teamwork and reinforces the message that every student matters to the success of the group.

**Strategy's Expected Result/Impact:** Student Attendance: Rayburn Elementary STEAM Academy will increase overall Average Daily Attendance (ADA) from 94.7% to 95.9% by June 2030.

**Staff Responsible for Monitoring:** Everyone: Administration, Leadership Team, All Staff, and Families

## Formative Reviews

Moderate Progress

November

Considerable Progress

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## Measurable Objective 7 High Priority HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

### Strategy 1

Rayburn Elementary STEAM Academy will build early awareness of college, career, military, and trade pathways by providing structured career exploration opportunities for students. Through collaboration with the school counselor and integration within the campus connection class, students will research various career fields, postsecondary options, and technical pathways. This early exposure will help spark student interest, strengthen academic motivation, and support long-term feeder patterns into secondary programs, endorsements, and CCMR-aligned pathways.

**Strategy's Expected Result/Impact:** College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

**Staff Responsible for Monitoring:** Everyone: Administration, Leadership Team, All Staff, and Families

**Title I:** 2.5.3

**TEA Priorities:** Connect high school to career and college

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

#### Formative Reviews



### Strategy 2

Rayburn Elementary STEAM Academy will partner with local businesses, industries, and organizations to connect classroom learning to real-world careers. The campus will host a community career fair with a minimum of 10 vendors and establish partnerships with organizations such as Lockheed Martin to provide upper-grade students with authentic STEAM and career-connected learning experiences. These partnerships will help students see the relevance of academics, innovation, and problem-solving skills in future college and career pathways.

**Strategy's Expected Result/Impact:** College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

**Staff Responsible for Monitoring:** Everyone: Administration, Leadership Team, All Staff, and Families

**Title I:** 2.5.3

**TEA Priorities:** Connect high school to career and college

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

## Formative Reviews

Considerable Progress



Accomplished

November

January

March

June

## Strategy 3

Students will participate in an annual career exploration experience that includes researching, presenting, and discussing careers within STEAM fields and beyond. Students will create presentations highlighting education requirements, skills, and career pathways. In addition, the campus will host a career speaker panel featuring professionals from various fields, allowing students to engage in question-and-answer sessions and deepen their understanding of career options, workforce expectations, and future opportunities.

**Strategy's Expected Result/Impact:** College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

**Staff Responsible for Monitoring:** Everyone: Administration, Leadership Team, All Staff, and Families

**Title I:** 2.5.3

**TEA Priorities:** Connect high school to career and college

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

## Formative Reviews

Considerable Progress



Accomplished

November

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June



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

| Title                                                                      | Person Responsible | Review Date | Addressed By | Addressed On |
|----------------------------------------------------------------------------|--------------------|-------------|--------------|--------------|
| Bullying Prevention                                                        | --                 | 8/17/2023   | Holly Mohler | 5/24/2024    |
| Child Abuse and Neglect                                                    | --                 | --          | Holly Mohler | 5/24/2024    |
| Decision-Making and Planning Policy Evaluation                             | --                 | 6/1/2023    | Holly Mohler | 5/24/2024    |
| Disciplinary Alternative Education Program (DAEP)                          | --                 | 11/7/2023   | Holly Mohler | 5/24/2024    |
| Pregnancy Related Services                                                 | --                 | 7/20/2022   | Holly Mohler | 5/24/2024    |
| Job Description for Peace Officers, Resource Officers & Security Personnel | --                 | 5/5/2025    | Holly Mohler | 5/24/2024    |