

Sheldon Independent School District



Monahan Elementary

2025-2026 Campus Improvement Plan

Board Approval Date:
October 21, 2025

Mission Statement

Monahan Elementary Mission

Monahan Elementary is committed to preparing students to excel academically, emotionally, and socially to become lifelong learners and contributing members of the community.

Vision

Monahan Elementary Vision

We inspire teamwork and collaboration to create an inclusive school culture where all students can feel safe to learn at high levels.

Value Statement

At Monahan Elementary, we believe:

1. All students can be successful, global learners.
2. Implement technology to enhance the learning environment to advance students' educational experience and become marketable in a global community.
3. Students, staff, and community are valued.
4. Positive relationships are key to building strong student character.
5. Teamwork and Collaboration are essential to our success.
6. Producing high-quality teachers through staff development is imperative to meeting the needs of our diverse population.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

L.E. Monahan Elementary is part of the Sheldon Independent School District, which has served the community since 1983. The school provides a structured and supportive environment designed to help students grow both academically and socially. For the 2025–2026 school year, enrollment is projected to range between 650 and 700 students in grades 1 through 5. This anticipated growth aligns with the continued development of the surrounding community. The campus is actively preparing to meet this demand by ensuring that staffing, programs, and facilities are aligned to support student learning.

Comprehensive Needs Assessment Process

Monahan’s needs assessment process is described below. The campus leadership team evaluated the 2024-25 data. We reviewed the following data:

STAAR

Attendance

Discipline

Failure Reports

Staffing Trends

Special Student Populations - 504, Special Education, Emergent Bilingual

Parent Surveys

Teacher & Staff Surveys

Staff Development Needs

iReady Math Data

iReady Reading Data

Documentation of the CNA development process includes sign-in sheets, meeting agendas, and detailed minutes. The Campus Site-Based Decision Making (SBDM) Team held two planning meetings to develop the 2025–2026 Comprehensive Needs Assessment. The first meeting occurred on May 6, 2025, at 3:45 p.m., followed by a second session on May 14, 2025, at 3:45 p.m. Both meetings were conducted in the campus library. To support ongoing review and adjustments, additional meetings are scheduled for September 29, 2025; October 27, 2025; November 17, 2025; December 15, 2025; January 26, 2026; February 23, 2026; March 30, 2026; and May 27, 2026.

During the May 6 meeting, Principal Jenita Boleware welcomed the team and facilitated introductions before transitioning leadership to Mrs. Denissia James, the newly designated Title I Liaison. The meeting began with shared campus celebrations, followed by an overview of the meeting's objectives and the role of the CNA in campus planning. Team members received handouts that guided a collaborative review of several data points and program components, including reading performance, the current instructional framework, the impact of tutorials, end-of-year diagnostics, student grouping strategies, expectations for student work during stations, reading and math instructional programs, and paraprofessional development. Mrs. James led the group discussion as members began identifying priority data to explore further.

The follow-up meeting on May 14, 2025, focused on data-driven planning and decision-making. The team was divided into three working groups to analyze the Campus Improvement Plan (CIP) using insights from academic data, survey results, and prior discussions. While the team recognized strengths from the 2024–2025 school year, most of the session focused on identifying and addressing areas that needed improvement. Under Mrs. James's facilitation, the team prioritized solutions and reached agreement on three major problem statements. These statements represent the most critical focus areas for the 2025–2026

school year and will drive campus planning efforts moving forward.

A Root Cause Analysis was completed to identify the three target areas for the year: These target areas are to:

1. Improve instructional practices to enhance Tier 1 instruction, which will positively impact Student Achievement.
2. Incorporate effective PLC practices focusing on implementing Curriculum, Instruction, and Assessment.
3. Implement restorative circles and practices campus-wide to reduce student disciplinary incidents, increase instructional engagement time, and strengthen staff-student relationships. This approach will also support improved staff collaboration, communication, and overall campus culture by fostering empathy, trust, and shared accountability.

Demographics	Strength: African-American students are making achievement gains. Weakness: A number of students were truant. EB student academic progress.
Student Achievement	Strength: Student growth in Math in comparison to the previous school year. Weakness: RTI Process, AVID, STAAR Results, PBIS
School Culture & Climate	Strength: Unified staff alignment, improved timing of parent communication, and strong participation in after-school activities. Weakness: Inconsistent communication practices, occasional lack of follow-through on commitments, and classroom management.
Staff Quality, Recruitment, and Retention	Strength: Launched Monahan YOUiversity, strengthened mentorship, expanded PLC-based professional development, and supported non-certified staff in earning certifications. Weakness: Limited classroom management PD, frequent staff transitions in fifth grade, and inconsistent staff recognition throughout the year.
Curriculum, Instruction, and Assessment	Strength: Maximized instructional time and PLCs. Weakness: Professional development was not effectively implemented in classrooms.
Parent & Community Engagement	Strength: Relaunched Parent Teacher Organization and increased family and community engagement through school-wide events. Weakness: Limited academic communication with parents and a lack of access to ParentSquare for some families.
School Context & Organization	Strength: No ARDs scheduled during parent conferences, maximized PLC time, and ample planning periods for teachers. Weakness: Overcrowded lunch shifts, inefficient dismissal procedures, and inconsistent accountability systems.
Technology	Strength: One-to-one student devices and new interactive boards installed in each classroom. Weakness: Effective use of classroom technology to enhance instruction.

Upon approval by the Sheldon ISD Board of Trustees, the final CIP will be translated into Spanish to meet the needs of our student population and community. CIPs are provided in English and Spanish to support the needs of the student population and the community. The document is located in the campus front foyer, District Office lobby, and North Channel Library.

Campus Improvement Plan approved by the Board of Trustees on October 21, 2025.

Demographics

Summary

Gender:		
Female	293	46.14%
Male	342	53.86%
Ethnicity		
Hispanic-Latino	370	58.27%
Race:		
American Indian-Alaskan Native	6	0.94%
Asian	2	0.32%
Black-African American	235	37.01%
White	14	2.20%
Two-or-More	8	1.26%

Strengths

Culturally Rich and Diverse Student Body

With 58.27% of students identifying as Hispanic/Latino and 37.01% identifying as Black/African American, the campus reflects a vibrant, multicultural community. This diversity creates rich opportunities for cultural learning, inclusion, and equity-focused instruction.

Balanced Gender Representation

The campus has a relatively balanced gender distribution, with 46.14% female and 53.86% male students. This balance allows for equitable programming and engagement across genders in academics, extracurriculars, and leadership initiatives.

Representation of Multiple Racial Backgrounds

Though the largest groups are Hispanic/Latino and Black/African American, the presence of students from other racial backgrounds—including White, Asian, and Two-or-More races—supports the need for inclusive practices and allows for early exposure to diverse perspectives, which enhances social-emotional learning.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A significant majority (87.72%) of students at Monahan Elementary are identified as economically disadvantaged based on lunch application data, which may impact their access to academic resources, enrichment opportunities, and consistent school readiness.	Many families face financial hardship, limited access to early childhood education, and a lack of transportation or community resources, which contribute to academic and social gaps upon entering school.
2	Despite a culturally diverse student body, instructional practices and materials do not always reflect or affirm the cultural backgrounds and lived experiences of the majority populations served.	Curriculum resources and professional development have not been fully aligned with culturally responsive teaching practices that support student identity, engagement, and achievement.
3	There is limited family engagement and school involvement among certain student populations, particularly within households where English is not the primary language.	Language barriers have made it challenging for some parents to fully engage in school events, academic support opportunities, and decision-making processes.

 = Priority



Goals

Goal 1

Monahan Elementary will maximize student learning for all. Improve Tier 1 instruction so that 80% or more of students show academic growth from the previous school year as evidenced by campus, district and state assessments and diagnostics.

Performance Objective 1 High Priority HB3 Goal

By the end of the school year, 80% of students in grades 1-5 at Monahan Elementary will demonstrate growth in reading and literacy skills as measured by district benchmarks, iReady diagnostics, and state assessments. This will be achieved through targeted interventions, differentiated instruction, and data-driven instructional practices to close existing achievement gaps and improve overall reading proficiency.

Evaluation Data Source: District Assessments

Mock Assessments
Interim Assessments
MClass/TRC
STAAR Scores
iReady
CFAs

Strategy 1 Targeted Support Strategy

Increase STAAR reading performance from 60% approaches, 32% meets, and 14% masters to 70% approaches, 32% meets, and 15% masters by providing additional instructional resources to support Tier 3 instruction.
September 2025, October

Strategy's Expected Result/Impact: Increased STAAR scores at the approaches, meets and masters levels.

Staff Responsible for Monitoring: Campus Instructional Specialists
Campus Administrators
Teachers

Funding Sources: 199-General funds,

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

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

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy

Provide targeted intervention to students at risk of not meeting academic standards in need of

reading support during after-school and Saturday tutorials. This strategy will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, and English learners), to meet the challenging State academic standards.

September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026

Strategy's Expected Result/Impact: Ensure students needing interventions are accurately identified and receive appropriate support within two weeks of assessment. Regularly analyze progress monitoring data to adjust interventions, ensuring interventions are meeting the needs of students.

Staff Responsible for Monitoring: Campus Instructional Specialists
Campus Administrators
Teachers

Funding Sources: 199-State Comp. Ed., \$12,500

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

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

Formative Reviews

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Strategy 3

Reading A-Z will be implemented as a targeted instructional tool to improve literacy outcomes for students across all grade levels. This platform provides leveled, research-based resources that support differentiated instruction, small-group learning, and individualized interventions. Teachers will utilize Reading A-Z to deliver high-interest texts aligned with students' reading levels, ensuring consistent engagement and growth in fluency, comprehension, and vocabulary. November 2025, December 2025

Strategy's Expected Result/Impact: The expected outcomes include increased STAAR reading proficiency rates, with at least a 10% improvement in grade-level reading scores annually, and the development of confident, independent readers capable of accessing grade-level texts across content areas.

Staff Responsible for Monitoring: Campus Administrators
CIS
ELA Teachers

Funding Sources: 199-State Comp. Ed., \$2,500

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

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

Formative Reviews

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Performance Objective 2 High Priority HB3 Goal

By the end of the school year, 80% of students in grades 1-5 at Monahan Elementary will exhibit growth in math skills as measured by district benchmarks, i-Ready diagnostics, and state assessments. This will be achieved through targeted interventions, differentiated instruction, and data-driven instructional practices to close achievement gaps and improve reading proficiency.

Evaluation Data Source: District Assessments

Mock Assessments

Interim Assessments

Campus Formative Assessments

IReady BOY, MOY, EOY

STAAR Scores

Strategy 1

Increase STAAR math performance from 64% approaches, 41% meets and 16% masters to 70% approaches, 32% meets and 15% masters by providing additional instructional resources to support Tier 3 instruction.

September 2025, October 2025

Strategy's Expected Result/Impact: Increased STAAR scores at the approaches, meets and masters levels.

Staff Responsible for Monitoring: Campus Instructional Specialists

Campus Administrators

Teachers

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

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

Formative Reviews

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Strategy 2 Targeted Support Strategy

Increase the percentage of students performing at proficient on their grade level to 50% as measured by the iReady math diagnostics.

September 2025, October 2025

Strategy's Expected Result/Impact: Increasing the percentage of students performing at proficient levels by 30% on the iReady math diagnostics will result in significantly improved math achievement and understanding. This will enhance student confidence, engagement, and readiness for more advanced math concepts.

Staff Responsible for Monitoring: Campus Instructional Specialists

Teachers

Administrators

Funding Sources: 199-State Comp. Ed., \$1,500

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

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

Formative Reviews

November

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March

June

Strategy 3 Targeted Support Strategy

Provide targeted intervention to students at risk of not meeting academic standards in need of math support during after-school and Saturday tutorials.

September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026

Strategy's Expected Result/Impact: Ensure students needing interventions are accurately identified and receive appropriate support within two weeks of assessment. Regularly analyze progress monitoring data to adjust interventions, ensuring interventions are meeting the needs of students.

Staff Responsible for Monitoring: Campus Instructional Specialists
Campus Administrators
Teachers

Funding Sources: 199-State Comp. Ed., \$12,500

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

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

Formative Reviews

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Strategy 4

Utilize math manipulatives to improve student understanding of the learning standards.
October 2025-May 2026

Strategy's Expected Result/Impact: Improve student achievement in math

Staff Responsible for Monitoring: CIS, teachers, and admin

Funding Sources: 211-Title I, \$1,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 5

Teachers will improve Tier 1 instructional effectiveness by supporting them in deeply understanding and implementing the Texas Essential Knowledge and Skills (TEKS) with fidelity through Click on TEKS Region 13 and Region 18 math resources.
March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Providing high-quality core instruction aligned with state standards as the foundation of Tier 1 within an MTSS framework. Tier 1 must ensure all students are taught grade-level standards using evidence-based instructional practices before additional interventions are needed. Strong standards unpacking and instructional planning increase the likelihood that 80% + of students will succeed with universal instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
School Support Administrator
Campus Instructional Specialist
Teachers

Funding Sources: Region 18 Math Resources 199-State Comp. Ed., \$2,475, Click on TEKS from Region 13 Service Center 199-State Comp. Ed., \$240

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews

No Progress

November

No Progress

January

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Performance Objective 3 High Priority HB3 Goal

By the end of the school year, we will increase the percentage of students meeting or exceeding the standard on the STAAR Science test from 49% approaches, 17% meets 2% masters to 70% approaches, 40% meets, and 15% masters. This will be achieved through targeted science instruction, regular formative assessments to monitor progress, and the implementation of evidence-based interventions to address areas of weakness.

Evaluation Data Source: District Assessments
Mock Assessments
Interim Assessments
Campus Formative Assessments
STAAR Scores

Strategy 1 Targeted Support Strategy

Hold collaborative PLCs weekly to assist teachers in planning science instruction that focuses on the knowledge of the TEKS, effective instructional strategies, and alignment to STAAR rigor and expectations. Instructional coaches will collaborate with teachers during planning and PLC, focusing on internalizing innovative lessons for the needs of all students in the school, but specifically for at-risk, African-American, and EB students who are not meeting challenging State academic standards.

September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Increased science STAAR scores from 49% approaches, 17% meets 2% masters to 70% approaches, 40% meets, and 15% masters.

Staff Responsible for Monitoring: Campus Administrators
Campus Instructional Specialist
Teachers

Funding Sources: Planning materials and supplies 211-Title I, \$500

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 2

Send 5th grade science teachers to professional development with Region 4; Science Conference
October 2025

Strategy's Expected Result/Impact: Sending science teachers to the Science Conference at Region 4 will enhance their instructional practices by providing them with innovative strategies and up-to-date knowledge, ultimately improving student engagement and achievement in science.

Staff Responsible for Monitoring: CIS
Administrators
Teachers

Funding Sources: 199-State Comp. Ed., \$225

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 4 High Priority HB3 Goal

Increase student performance of all sub-populations (EB, Special Ed, African American) by 10 points at Approaching on STAAR in May 2026.

AA - R: 54% to 64%, M: 37% to 47%, Sci: 35% to 45%

EB - R: 66% to 76%, M: 55% to 65%, Sci: 57% to 67%

Sped - R: 41% to 51%, M: 21% to 31%, Sci: 28% to 38%

Evaluation Data Source: District Assessments

Mock Assessments

Interim Assessments

Campus Formative Assessments

STAAR Scores

Strategy 1

Purchase resources to effectively implement a Campus Wide Spelling Bee.
September 2025, October 2025

Strategy's Expected Result/Impact: Students will make it to the District Spelling Bee and possibly the city Spelling Bee.

Staff Responsible for Monitoring: Dyslexia Interventionist
Administrators

Funding Sources: 211-Title I, \$200

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Purchase instructional materials from math warm-ups to support 3rd - 5th-grade students in English and Spanish in reading, math, and science. This strategy will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, and English learners), to meet the challenging State academic standards.

Strategy's Expected Result/Impact: Math Warm-Up Fast Focus in English and Spanish strengthens daily skills in math, reading, and science, supporting bilingual learners and boosting readiness for instruction and assessments.

Staff Responsible for Monitoring: Principal
Assistant Principal
School Support Administrator
Campus Instructional Specialists

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

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

Formative Reviews

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Strategy 3

General education teachers and Special Education teachers will participate in professional development with Olive Branch Project Services, LLC. to provide advanced instructional strategies in the classroom while working with special education students.

September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Improve academic outcomes for students with an IEP in the general education classroom as well as the resource classroom.

Staff Responsible for Monitoring: Principal
Assistant Principal
School Support Administrator

Funding Sources: 199-State Comp. Ed., \$7,800

Title I: 2.5.1

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

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

Formative Reviews

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Performance Objective 5

By the end of the school year, Monahan Elementary will successfully implement the AVID (Advancement Via Individual Determination) program in grades 3-5, with 90% of teachers trained and regularly using AVID strategies in their classrooms to support well rounded students. We will monitor progress through monthly AVID team meetings, classroom observations, and teacher feedback to ensure consistent application of organizational tools, note-taking methods, student writing processes, and critical thinking strategies, leading to improved student engagement and academic readiness.

Strategy 1

Staff will attend AVID Summer Institute to stay abreast of the latest research and instructional practices for AVID.
June 2025, August 2025

Strategy's Expected Result/Impact: Teachers will feel more confident and effective in using AVID strategies, leading to increased collaboration and sharing of best practices among staff.

Staff Responsible for Monitoring: Campus Instructional Specialists
Teachers
Administrators

Title I: 2.5.3

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

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

Formative Reviews

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Goal 2 Monahan Elementary will attract, develop and retain highly effective staff.

Performance Objective 1 High Priority

By the end of the 2025-2026 school year, Monahan Elementary aims to reduce staff resignations to 13 or fewer, achieving a staff retention rate of 80% or higher through targeted support, mentorship, and staff recognition programs, thereby contributing to a more stable and effective learning environment.

Evaluation Data Source: Staff retention data

Strategy 1 Targeted Support Strategy

Utilize the Climate/Culture Committee on campus to address campus needs and to plan and oversee Staff Member of the Month Celebrations.

September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Decrease in staff resignations

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: Activities, supplies 199-General funds, \$500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Hold climate building activities with staff during the 2025-2026 school year.

September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Increased staff satisfaction with campus

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Provide coaching support to teachers who require additional assistance with classroom management or instructional effectiveness. Teachers will attend Region 4 training as needed to support their development of effective classroom management and instructional practices. September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Maintain staff resignation number

Staff Responsible for Monitoring: Campus Administrators
Campus Instructional Specialists

Title I: 2.5.2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

The Instructional Leadership Team will attend Solution Tree PLC training to build capacity in leading collaborative, data-driven practices that improve Tier 1 instruction and outcomes. September 2025

Strategy's Expected Result/Impact: ILT members will apply Solution Tree strategies to strengthen PLC effectiveness, resulting in aligned instruction, consistent use of data to inform teaching, and measurable improvements in student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
School Support Administrator

Funding Sources: 199-State Comp. Ed.,

Title I: 2.5.1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 High Priority

By the end of the 2025-2026 school year, Monahan Elementary will retain 90% of new hires by providing comprehensive onboarding, mentorship, and ongoing professional development.

Evaluation Data Source: Staff retention data
Mentor support data

Strategy 1

Provide mentor support for new and Adjunct teachers.
September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Retain new teachers

Staff Responsible for Monitoring: Campus Administrators
Campus Lead Mentor
Mentor Teachers

Funding Sources: Substitutes, training materials 199-General funds, \$1,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Strategy 2

Hold New Hire Mini Academy for all new hires focused on instructional, behavioral, and clerical strategies of a successful year.
July 2025

Strategy's Expected Result/Impact: Retain new hires

Staff Responsible for Monitoring: Campus Administrators
Lead Mentor

Funding Sources: Training supplies and materials 199-General funds, \$500

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Strategy 3

Meet quarterly with new hires to check in and monitor progress.
August 2025, November 2025, February 2026, April 2026

Strategy's Expected Result/Impact: Retain new hire staff

Staff Responsible for Monitoring: Campus principal
Lead Mentor
Mentors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Performance Objective 3 High Priority

The Assistant Principal and School Support Administrator will participate in professional development at Region 4 to facilitate effective MTSS/PBIS/Rtl systems.

Evaluation Data Source: Professional development implementation activities
Student discipline data
Student academic data

Strategy 1

To enhance the implementation and sustainability of effective MTSS (Multi-Tiered System of Supports), PBIS (Positive Behavioral Interventions and Supports), and Rtl (Response to Intervention) frameworks, the Assistant Principal and School Support Administrator will engage in targeted professional development provided by Region 4.
May 2025, June 2025, July 2025

Strategy's Expected Result/Impact: The campus will have a more consistent, data-driven approach to intervention and behavior support, leading to improved student outcomes and reduced office referrals and academic gaps.

Staff Responsible for Monitoring: Principal
Assistant Principal
School Support Administrator

Funding Sources: 199-State Comp. Ed.,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4

The Instructional Leadership Team will participate in professional development with HELP Inc. to improve Tier 1 instructional quality by strengthening campus leadership calibration, feedback systems, and observation practices aligned with the T-TESS Rubric.

Evaluation Data Source: T-TESS summatives
Student Data

Strategy 1

HELP Inc. will provide targeted executive coaching for the administrative team, focused on: Calibration of instructional observation evidence; refinement of standards-aligned, actionable feedback; alignment of observation practices with summative evaluation expectations; increased leadership confidence; and consistency in feedback delivery.

Coaching will include structured reflection on observation data and real-time analysis of feedback to improve the quality and clarity of administrator-to-teacher feedback.

Strategy's Expected Result/Impact: Review of post-observation feedback samples.
Admin calibration walkthrough data comparisons.
Mid-year review of summative ratings.
Teacher survey data regarding the clarity and usefulness of feedback.

Staff Responsible for Monitoring: Principal
Assistant Principal
School Support Administrator
Campus Instructional Specialists

Funding Sources: 211-Title I,

Title I: 2.5.2

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

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

Formative Reviews

No Progress

No Progress

Goal 3 Monahan Elementary will continue to build positive relationships with parents, families, and community members.

Performance Objective 1 High Priority

By the end of the 2025-2026 school year, Monahan Elementary will increase parent volunteer participation by 20% through targeted outreach, flexible volunteer opportunities, and regular recognition events.
September 2024

Evaluation Data Source: Parent engagement session logs

Strategy 1

Utilize parent volunteers at district events and in the classroom during the instructional day. Parents will be approved through the district volunteer program and/or participate in Watch DOGS, District Parent Engagement Advisory Committee, Legacy in Action, and DWIC. Campus Events include Parent Academy and Vision Board party to set academic goals for the school year, *Title 1 Meeting, *STAAR Night, and Curriculum Night.

*Indicates flexible parent and family events.

September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Increased parent volunteers on campus and in district events. This strategy will meet the needs of all students to meet the challenging State academic standards.

Staff Responsible for Monitoring: Counselor
Campus Secretary

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2 High Priority HB3 Goal

By May 2026, increase family participation in school events by 30%, with a minimum of four family engagement events held during the school year, measured by event attendance and parent feedback surveys. Parents will also be invited to participate in the annual Title 1 meetings to hear and discuss the academic plans for the use of Title 1 funds and create the Parent Compact for the 2025-2026 school year.

Evaluation Data Source: Event sign in sheets
Parent feedback surveys

Strategy 1

Monahan Elementary will host at least four family engagement events, such as a Vision Board party and Academic Loteria, to discuss goal setting, academic vocabulary, academic support at home and other instructional components to bridge the connection between home and school. September 2025, October 2025, November 2025, December 2025, January 2026

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 High Priority HB3 Goal

By the end of the 2025-2026 school year, Monahan Elementary will establish two community partnerships and launch a Parent-Teacher Organization (PTO) to enhance family engagement, increase volunteer support, and provide additional resources for student enrichment.

Evaluation Data Source: Increased parental involvement by 20%
Improved student attendance and engagement
Expanded resources for extracurricular and academic support through community collaboration

Strategy 1

Monahan Elementary will create a "Community & Family Engagement Task Force" to identify local partners, host quarterly connection events, and launch a social media campaign to build community relationships and establish a PTO, fostering increased parent and community involvement.
December 2025

Strategy's Expected Result/Impact: Evidence of the results will include signed partnership agreements, official PTO registration and meeting minutes, attendance and feedback from community events, social media engagement metrics, and volunteer logs.

Staff Responsible for Monitoring: Campus Administration
School Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Goal 4 Monahan Elementary will ensure a safe and positive learning environment.

Performance Objective 1 High Priority

By the end of the 2025-2026 school year, Monahan Elementary will achieve a 96% student attendance rate by implementing attendance incentives, early intervention strategies, and regular parent communication.

Evaluation Data Source: ADA reports

Strategy 1

Monitor student attendance daily with an absence report.
September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Increased daily attendance

Staff Responsible for Monitoring: Attendance Clerk
Assistant Principal
Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Celebrate student attendance in classrooms and throughout the building.
September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Increased average daily attendance

Staff Responsible for Monitoring: Assistant Principal
PBIS Team

Funding Sources: Awards and incentives 199-General funds, \$500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Utilize the A2A system to monitor excessive student absences to conduct parent attendance conferences.

September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Increased average daily attendance

Staff Responsible for Monitoring: Assistant Principal
Attendance Clerk

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 High Priority

By May 2026, Monahan Elementary will implement and complete transitional activities for 100% of incoming 1st-grade students and exiting 5th-grade students to ensure a smooth academic and social transition.

Evaluation Data Source: Flyers
Student attendance data

Strategy 1

Hold transition trip for Kindergarten students to attend Monahan Elementary.
May 2026

Strategy's Expected Result/Impact: Knowledge of processes on campus

Staff Responsible for Monitoring: Counselor
Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Hold transition trip for 5th grade students to visit KMS.
May 2026

Strategy's Expected Result/Impact: Knowledge of processes on campus

Staff Responsible for Monitoring: Counselor
Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3

By May 2026, Monahan Elementary will implement a Dual Language and International Academy aligned with Compass Schools requirements, ensuring that 100% of rotation teachers integrate multicultural learning and resources into their instruction to enhance student learning.

Evaluation Data Source: Lesson plans with technology activities
Computer lab schedule
Classroom observation data

Strategy 1

Utilize technology supports in specials rotation classes.
September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Increased technology use

Staff Responsible for Monitoring: Rotation teachers
Principal

Funding Sources: 287-Title IV,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Integrate technology during instructional activities in classrooms by providing Z Space, Flocabulary/Nearpod professional development for teachers and instructional staff.
January 2026

Strategy's Expected Result/Impact: Increased use of technology

Staff Responsible for Monitoring: Teachers
Principal
Campus Instructional Specialist

Funding Sources: 287-Title IV,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4

By May 2026, Monahan Elementary will implement a Positive Behavioral Interventions and Supports (PBIS) system, reducing campus-wide disciplinary incidents by 20% and increasing positive behavior recognition by 30% to support well-rounded students.

Evaluation Data Source: Discipline reports
Referral data
PBIS Team meeting agendas

Strategy 1

Utilize Bobcat Folders, E in Conduct and Student of the Month celebrations throughout the year to encourage on task behaviors.
August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Decreased behavior incidences

Staff Responsible for Monitoring: Principal
Assistant Principal

Funding Sources: Incentive materials 199-General funds, \$1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Implement the Monahan Market Incentive Program with all students.
September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Decreased behavior incidences

Staff Responsible for Monitoring: Assistant Principal
Team Leaders

Funding Sources: Incentives 199-State Comp. Ed., \$1,500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Provide behavior/social emotional supports from the counselor to students with a high incidence of behavior infractions. Students will be able to eat lunch with the counselor and participate in Character Cafe with the counselor.

September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Decreased student behavior incidences

Staff Responsible for Monitoring: Assistant Principal
Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 5  **High Priority**

By the end of the 2025-2026 school year, Monahan Elementary will improve campus safety by reducing incidents by 15% through enhanced security measures, regular safety drills, and staff training.

Evaluation Data Source: Catapult safety reports
District Safety Audits

Strategy 1

Safe Dismissal will be used as a part of dismissal procedures to track and monitor how students get home daily.
July 2025, August 2025

Strategy's Expected Result/Impact: Ensure all students make it home safely

Staff Responsible for Monitoring: Campus Administrators
Teachers

ESF Levers: Lever 3: Positive School Culture

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Goal 5 Monahan Elementary will maintain and monitor systems to ensure financial accountability across the district.

Performance Objective 1

By the end of the 2025-2026 school year, the campus leader at Monahan Elementary will ensure full compliance with district budget guidelines, effectively managing and allocating resources to support student achievement while maintaining fiscal responsibility.

Evaluation Data Source: Campus budget reports

Strategy 1

Spend campus based budgets according to district guidelines and campus needs.
September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Balanced budget

Staff Responsible for Monitoring: Campus Administrators
Campus Secretary

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Hold weekly budget meetings with campus administrators and the campus secretary to review spending.
September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Balanced budget

Staff Responsible for Monitoring: Campus Administrators
Campus Secretary

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3

Train campus staff on responsible spending of campus funds.
September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026

Strategy's Expected Result/Impact: Responsible spending by staff

Staff Responsible for Monitoring: Campus Administrators
Campus Secretary

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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