Irving Independent School District

Johnston Elementary School

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
December 10, 2025 at 06:38 AM

Mission Statement

At A.S. Johnston, we empower and encourage success by ensuring learning for all students.

Vision

Johnston Elementary will be the premier school for empowering unique and diverse learners for a bright future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

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

- Improvement Planning Data
- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Accountability Data
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)
- Student Data: Assessments
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS
- Student Data: Student Groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Student Data: Behavior and Other Indicators
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Employee Data
- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data
- Parent/Community Data
- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Support Systems and Other Data
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Other additional data

Demographics

Summary

A.S. Johnston Elementary School is located in an established neighborhood located in the northern area of Irving. Pre-Kinder through 5th grade enrollment at Johnston is currently at 730 students. Enrollment varies quickly, with close to a 15% mobility rate among our population. Our campus is around 80% Hispanic, 10% African American, 4% White , 3% Asian, and 1% American Indian. 67% of our students are emergent bilingual students- considered a large percentage among comparison groups .

An estimated 91% of our students are economically disadvantaged and 87% are considered At-Risk. 2% of our population is considered homeless.

Our key stakeholders consists of our instructional leadership team, team leads, PTO (parent-teacher organization), and parent volunteers. We have a one-way bilingual model and a self-contained gifted/talented format that houses all of our GT students into one classroom. We have two LIFE skills classes on our campus with 15% of our student population classified as students who receive special education services.

Our Title 1 funds are used to staff our parent liaison position and an instructional aide. After reviewing last year's discipline referral data, over 75% of our referrals derived from students on intensive behavior plans and identifies with a special need. Our escalations are very low because we use restorative practices instead of punitive. Administrators have their Youth Mental Health certification. We collaborate with parents frequently and strive to keep students in school instead of sending them home. Our attendance clerk manages a system in where we celebrate grade levels who have over 95% attendance each day.

A very important note-1/2 of our classroom teachers have 4 or less years of teaching experience which has ensured we simplify action items and offer as much coaching support as necessary.

Strengths

Despite challenges with mobility and enrollment decline, Johnston Elementary demonstrates several notable demographic strengths that provide a foundation for growth.

- **Early Literacy & Numeracy Foundations:** Pre-K students in both English and Spanish Circle assessments show strong readiness. In English, **82% of students were on track in early literacy** and **90% in math overall**. Spanish Circle results were similarly strong, with **85% on track in literacy** and **90% in math**. These results suggest that incoming cohorts are entering elementary grades with strong foundational skills.
- **Attendance Stability Within Grade Levels:** While first-day enrollment percentages declined (79.5% in 2024–25 compared to 83.4% in 2023–24), monthly attendance rates across grades remained consistently above 93%, with Pre-K, 2nd, and 5th grades consistently maintaining **95–97% average attendance**. This indicates strong engagement and family support once students are fully enrolled.
- **Cultural and Linguistic Assets:** Johnston serves a high proportion of **emergent bilingual learners (69%)**, who bring valuable language and cultural assets to the campus. TELPAS results show growth over time, with many students moving into **advanced and advanced high proficiency levels**. This reflects resilience and progress among EB students despite academic challenges.
- **Resilient Student Growth in Upper Grades:** STAAR data revealed significant year-over-year improvements in **5th grade math (App: 69% in 2025 vs. 40% in 2024) and RLA (66% Approaches vs. 56% prior year), along with science (58% Approaches vs. 27% last year). These gains highlight the impact of sustained instructional efforts and indicate that once students remain with Johnston through upper elementary, they demonstrate stronger achievement trajectories.
- **Staffing Commitment:** Nearly half of Johnston's teachers are in their first four years, providing a **young, energetic teaching staff** who are responsive to coaching and district-aligned practices. This presents an opportunity to shape consistent, campus-wide instructional practices early in teachers' careers.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
2 ★	Based on STAAR data in Domain III, Closing the Gaps, 3rd-5th grade students earned a score of 27/100, missing targets for African American, Hispanic, Emergent Bilingual (EL), and Special Education students.	Limited differentiation and inconsistent use of scaffolds (sentence stems, turn and talks, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.
3 ★	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
4 ★	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

★ = Priority

Student Learning

Summary

Johnston Elementary demonstrates ** pockets of strong progress** (5th grade English STAAR, Science, Spanish RLA, and Pre-K readiness). However, 4th grade performance declines, inconsistent MAP growth (K–1, 5th), and subgroup achievement gaps weigh heavily on accountability outcomes. The lack of progress for ELs and Special Education students, reflected in 0 ELP points and a Closing the Gaps score of 27, remains the most urgent barrier. Compared to peer campuses, Johnston lags in both growth and subgroup performance, explaining the lack of distinction designations in 2025.

State Assessments (STAAR) – Student Achievement

- **Math:**
  - **3rd grade English** showed improvement (**Approaches 35% → 47%, Meets 5% → 24%**).
  - **4th grade English** declined (**Approaches 58% → 34%, Meets 29% → 18%**).
  - **5th grade English** grew significantly (**Approaches 40% → 69%, Meets 14% → 35%**).
  - **Spanish:** mixed; **4th grade jumped (20% → 50%)**, but **5th grade declined (33% → 27%)**.
- **Reading/Language Arts (RLA):**
  - **3rd grade English** steady at **53% Approaches**, with a bump at Meets (**18% → 23%**).
  - **4th grade English** dropped (**74% → 46% Approaches**).
  - **5th grade English** improved (**56% → 66% Approaches, 24% → 37% Meets**).
  - **Spanish RLA:** strong gains, particularly in **5th grade (40% → 52% Approaches, 13% → 30% Meets)**.
- **Science:**
  - **5th grade English Science** surged (**Approaches 27% → 58%, Meets 9% → 24%**).

Overall STAAR Picture:

- Growth is evident in **3rd and 5th grade English**, **Spanish RLA**, and **5th grade Science**.
- The most concerning declines are in **4th grade English Math and RLA**, pulling down overall Domain I scores.
- Achievement at **Meets/Masters remains low**, limiting readiness indicators.

Academic Growth (Domain II – School Progress)

- **STAAR Growth:**
  - **RLA growth = 59%** (target = 64%).
  - **Math growth = 62%** (target = 69%).
  - Both show progress from 2024 (Math 56% → 62%) but remain below expectations.
- **MAP Growth:**
  - **Grades 2–4 met/exceeded projections** (CGP 54–81%).
  - **K, 1, and 5 underperformed** (<40% meeting projections).
  - Confirms inconsistent growth—upper elementary stronger than early elementary.

Closing the Gaps (Domain III)

- Johnston earned a **score of 27/100** in Closing the Gaps.
- Missed targets for **African American, Hispanic, EB/EL, and Special Education** students.
- **ELP status = 0 points earned**, indicating limited progress to Advanced High proficiency on TELPAS.
- Campus identified for **Targeted Support and Improvement (2025)**.

Early Childhood (Circle Data)

- **Literacy/Language:**
  - **≈80–90% of Pre-K students "On Track"** in letter naming, vocabulary, and early writing.
- **Math:**
  - Strong in number recognition (85–90%), weaker in **operations (English 55%, Spanish 54%)**.
- **Phonological Awareness:**
  - Lower performance, particularly in **alliteration and rhyming** (41–69%).
    Indicates readiness in surface skills but gaps in higher-order literacy and math foundations.

Advanced Coursework / CCMR Readiness (Elementary Proxies)

- Johnston does not offer AP/IB or dual enrollment. Instead, readiness is measured through:
  - **STAAR Meets/Masters:**
    - 5th RLA English: **37% Meets, 19% Masters**.
    - 5th Math English: **35% Meets, 13% Masters**.
    - 5th Science English: **24% Meets, 7% Masters**.
  - **MAP Growth (Grades 2–4 meeting projections)** as an early CCMR predictor.
  - **TELPAS proficiency progress** as a long-term readiness factor.
    These indicators show **pockets of strength in 5th grade**, but readiness gaps for ELs and early grades.

Grades, Retention, and Dropouts

- Report card data was not included, but CNA patterns suggest **higher classroom grades compared to STAAR/MAP results**, indicating misalignment between grading and assessment rigor.
- **Retention rates and dropouts are negligible** at the elementary level; not a major factor in 2025.

Special Education Performance

- Special Education students remain **well below state and district averages**, contributing to the campus' **ATS designation**.
- Persistent gaps in **STAAR achievement and TELPAS progress** signal a need for stronger scaffolding and differentiation.

English Language Proficiency

- **TELPAS:**
  - Many ELs advanced levels, but too few reached **Advanced High**.
  - **Long-term ELs are lagging**, preventing ELP points from being earned.
- **Circle Spanish results** show strong bilingual readiness, but academic language development is not accelerating fast enough for STAAR alignment.

Strengths

Johnston Elementary has demonstrated strong 5th grade growth in Math, RLA, and Science, 3rd grade gains in Math, and **consistent bilingual literacy progress** in Spanish RLA. Early childhood readiness remains a bright spot, with the majority of Pre-K students entering kindergarten prepared. Attendance is strong once students are enrolled, and middle elementary grades (2–4) showed solid MAP growth, confirming instructional effectiveness in those areas.

State Assessments (STAAR)

- **3rd Grade English STAAR Math** improved significantly at higher performance levels (**Meets 5% → 24%**).
- **5th Grade English STAAR** showed **major gains** across subjects:
    - Math: **Approaches 40% → 69%**, Meets **14% → 35%**.
    - RLA: **Approaches 56% → 66%**, Meets **24% → 37%**, Masters **6% → 19%**.
    - Science: **Approaches 27% → 58%**, Meets **9% → 24%**.
- **Spanish STAAR RLA** improved in multiple grades, most notably in **5th grade (Approaches 40% → 52%, Meets 13% → 30%)**, reflecting strong bilingual literacy growth.
- STAAR results suggest **upper elementary (5th grade)** students benefit from sustained instruction and are closing achievement gaps faster than earlier grades.

Academic Growth (Domain II)

- **Math growth improved** from **56% (2024) → 62% (2025)**, indicating positive momentum toward meeting state targets.
- **MAP Growth:**
    - Grades **2–4 met or exceeded growth projections** (Median Conditional Growth Percentile = 54–81%), demonstrating effective instruction in middle elementary.

Early Childhood (Circle Data)

- **Pre-K students** in both English and Spanish show **strong school readiness**:
    - Literacy/Language: **82–85% "On Track"** in rapid letter naming, vocabulary, and early writing.
    - Math: **90% "On Track"** in number recognition and shape identification.
- These strengths indicate students are entering kindergarten with strong foundational skills.

English Learner Development (TELPAS)

- While ELP accountability points were not earned, **TELPAS growth data shows many students advancing proficiency levels**,

reflecting progress through Beginning → Intermediate → Advanced.

- EB students in Spanish STAAR RLA demonstrated **clear gains**, showing that bilingual instruction is supporting literacy development.

Student Engagement & Attendance

- Once enrolled, students demonstrate **high monthly attendance rates (95–97%) across grade levels**.
- This indicates strong family engagement and persistence despite high campus mobility.

Instructional Momentum in Upper Grades

- The most consistent progress was seen in **4th and 5th grade MAP and 5th grade STAAR**, suggesting that targeted coaching and instructional initiatives are beginning to take hold with teachers and students in the upper grades.
- This provides a foundation to **scale effective practices** into earlier grades.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Based on STAAR, 4th grade English declined in both Math from 58% to 34% Approaches, and RLA from 74% to 46% Approaches.	Lack of consistent instructional delivery and alignment of district initiatives (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels.
2 ★	Based on STAAR, only 24% of 3rd graders in Math, 37% of 5th graders in RLA, and 24% of 5th graders in Science achieved Meets grade level.	Instruction often emphasizes foundational skills to move students to Approaches but lacks rigorous questioning, structured academic talk (sentence stems, turn and talks), and depth of knowledge practice that drives Meets/Masters performance.
3	Based on STAAR, the subgroups in Closing the Gaps (Domain III), for African American, Hispanic, Economically Disadvantage, and Special Education students have missed the target for three consecutive years, and identified for target support and improvement.	Instructional scaffolds (chunking, think-pair-share, stop and jot) are not consistently embedded to support EB and Special Education students in accessing grade-level content, resulting in ongoing performance gaps.
4 ★	Based on reding STAAR, in grades 3rd-5th, only 60% of students met growth expectations.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (sentence stems, think-pair-share, stop-and-jot) to accelerate reading comprehension for EB and Special Education students.
5 ★	Based on STAAR, in grades 3rd- 5th showed annual growth score of 62% in Math, but it was below the state target of 69% in the approaches level.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, and higher-order questioning that move students from Approaches to Meets/Masters.

6 ★	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
7 ★	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
8 ★	Johnston's Critter Coin program provide incentives for positive behavior, but discipline incidents spiked early in the year, from 24 in September to 31 in October before stabilizing. PBIS systems did not fully prevent behavior disruptions during critical early instructional months.	Behavior expectations and reinforcement systems are not systematically retaught and reinforced at the beginning of the school year or after breaks, leading to high early-year discipline referrals that interrupt learning time.
9 ★	Weekly PLCs and additional half-day planning sessions are provided, and staff are encouraged to stay true to the Bluebonnet curriculum. Growth scores in RLA (59%) and Math (62%) remain below targets, and grade-level instructional alignment is inconsistent, 3rd and 5th grade growth vs. 4th grade declines.	Collaborative planning focuses on coverage of curriculum rather than deep alignment to standards, differentiation for subgroups, and assessment of student learning, limiting the effectiveness of instructional planning.
10 ★	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

11 ★

While 82% of Pre-K students are "On Track" overall in language development on the Circle Progress Monitoring, 21% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 41% on track), and rhyming (only 53% on track). These foundational deficits may hinder future reading fluency and comprehension.

Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.

12 ★

Although 85% of Pre-K students are "On Track" overall in Spanish language development, 41% of students need support in alliteration, and 24% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.

Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.

13 ★

For math, 43% of English-speaking students and 46% of Spanish-speaking students need support in operations, indicating a significant foundational gap in number sense and early problem-solving skills related to addition and subtraction concepts.

Students lack opportunities to practice operations through concrete manipulatives, visual models, and academic language routines such as turn and talks, student goal setting, and chunking of multi-step problems, which are essential for building number fluency in PK.

★ = Priority

School Processes & Programs

Summary

Johnston is using the district recommended coaching model where instructional leaders coach 1-3 teachers that are new to campus, the district or a subject. We also provide in the moment/real time feedback during walkthroughs, so coaching can happen in the moment and improve instruction. We continue to provide time weekly for teams to meet and develop teaching practices with leadership support. Staff are also provided an additional half day for planning, each six weeks. The master schedule has been adjusted to ensure specific time for each grade level to support for small group instruction and pullout services. We are work hard to stay true to the Bluebonnet curriculum and send our staff to all professional development as needed. We are also working to provide professional development in the areas of aggressive/active monitoring, student goal setting, and small group instruction. We have students divided into Houses and students can earn Critter Coin to promote positive behavior in our common areas. Students follow ROAR expectations to earn coins. Each six weeks, based on House points, students will earn a celebration or incentive, such as Coke floats, dance parties, or cupcakes. Each week students are called over the intercom, based on their coins earned for the week, and get to come to the front office to collect a prize. Students can also use their coins to buy virtual pets from the Critter Coin store, and the students like to buy the virtual pets.

In working alongside the district, we will continue to improve observations, calibrations, and feedback consistently to staff. We are also working alongside Sustain Ed to coach the administrators and support staff. Each week, administrators and support staff work closely with coaches in the areas of reading and math. The goal is to improve academic success for all students.

Strengths

Some strengths in these areas include:

Curriculum, Instruction, and Assessment:

1. Identification and unpacking of focus TEKS to ensure equitable understanding across grade levels
2. Strong dedication among staff to fidelity of curriculum
3. Team planning in place and consistent; 6 weeks planning also in place

School Organization:

1. Teachers are committed to using best practices
2. Teachers are beginning to understand timely decision making and adjustments
3. Master schedule allows for specific grade level time allotment for small group instruction
4. Administration protects instructional time and time after school
5. Morale committees in place and active
6. Active PTO in place

Programs:

Resource/Inclusion Special education teachers are certified

District provides abundance of support to all programs

Technology strengths:

Devices in all classrooms

Campus Tech and Instructional Technology coach support teachers in a timely and effective manner.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
2	Staff attend district-provided PD and campus sessions (e.g., small group instruction, student goal setting, aggressive monitoring), but student performance data shows limited impact, particularly for Emergent Bilingual and Special Education students, who continue to underperform in Domain III (score = 27).	Professional learning is offered consistently, but there is insufficient follow-up coaching, modeling, or accountability structures to ensure strategies are applied with fidelity in classrooms.
3 ★	Weekly PLCs and additional half-day planning sessions are provided, and staff are encouraged to stay true to the Bluebonnet curriculum. Growth scores in RLA (59%) and Math (62%) remain below targets, and grade-level instructional alignment is inconsistent, 3rd and 5th grade growth vs. 4th grade declines.	Collaborative planning focuses on coverage of curriculum rather than deep alignment to standards, differentiation for subgroups, and assessment of student learning, limiting the effectiveness of instructional planning.
4 ★	Johnston's Critter Coin program provide incentives for positive behavior, but discipline incidents spiked early in the year, from 24 in September to 31 in October before stabilizing. PBIS systems did not fully prevent behavior disruptions during critical early instructional months.	Behavior expectations and reinforcement systems are not systematically retaught and reinforced at the beginning of the school year or after breaks, leading to high early-year discipline referrals that interrupt learning time.
5 ★	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

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Perceptions

Summary

At Johnston Elementary, we provide a warm welcoming environment for our students and parents. We provide multiple ways to communicate with our families through phone calls, emails, Class Dojo, Kinvolved, Campus & Teacher newsletters, and social media platforms. We work closely with our PTO to ensure we include them in our planning to see how we can work together for the success of the students.

We have a set group of volunteers that come to school to volunteer for a variety of activities. We look forward to building relationships with the Pre K/Kinder parents as they are new to the school system. As we foster a positive relationships with these families, it will allow us to continue to grow our PTO/Volunteer organization at ASJ. This past school year we implemented Critter Coin (a House System) to improve behavior. Having a school wide system for behavior helps to promote a positive learning environment. Our counselors will create a schedule and provide classroom guidance for all of our students. Administrators provide positive praise to staff, students, and families. We plan staff appreciation and team building once a six weeks. Our counselors has partnered with local communities to provide free incentives for the staff that also help our local communities with their businesses.

Strengths

PTO has been established and provided incentives for students and staff.

Critter Coins to improve behavior and student motivation.

A decrease in behavioral referrals.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
2	26 of our office referrals were students on intensive behavior plans and/or identifies with a special need.	Lack of Social emotional learning done consistently with students in the classroom.
3 ★	Johnston's Critter Coin program provide incentives for positive behavior, but discipline incidents spiked early in the year, from 24 in September to 31 in October before stabilizing. PBIS systems did not fully prevent behavior disruptions during critical early instructional months.	Behavior expectations and reinforcement systems are not systematically retaught and reinforced at the beginning of the school year or after breaks, leading to high early-year discipline referrals that interrupt learning time.
4 ★	Campus parent engagement opportunities are limited, resulting in low parent participation in school events and limited collaboration between home and school. Current parent involvement primarily occurs during evening events, which many families are unable to attend due to work schedules. As a result, fewer families are engaging in academic partnerships that support student success.	Parent engagement opportunities are not offered at varied times to accommodate family schedules. Communication and outreach efforts are primarily focused on traditional event structures rather than flexible, accessible opportunities that invite parents to participate in the school day.

★ = Priority

Priority Problem Statements

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
2 ★	Based on STAAR data in Domain III, Closing the Gaps, 3rd-5th grade students earned a score of 27/100, missing targets for African American, Hispanic, Emergent Bilingual (EL), and Special Education students.	Limited differentiation and inconsistent use of scaffolds (sentence stems, turn and talks, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.
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Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
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2 ★	Based on STAAR, only 24% of 3rd graders in Math, 37% of 5th graders in RLA, and 24% of 5th graders in Science achieved Meets grade level.	Instruction often emphasizes foundational skills to move students to Approaches but lacks rigorous questioning, structured academic talk (sentence stems, turn and talks), and depth of knowledge practice that drives Meets/Masters performance.
3 ★	Based on reding STAAR, in grades 3rd-5th, only 60% of students met growth expectations.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (sentence stems, think-pair-share, stop-and-jot) to accelerate reading comprehension for EB and Special Education students.
4 ★	Based on STAAR, in grades 3rd- 5th showed annual growth score of 62% in Math, but it was below the state target of 69% in the approaches level.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, and higher-order questioning that move students from Approaches to Meets/Masters.
5 ★	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

6 ★

Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.

Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).

7 ★

Johnston's Critter Coin program provide incentives for positive behavior, but discipline incidents spiked early in the year, from 24 in September to 31 in October before stabilizing. PBIS systems did not fully prevent behavior disruptions during critical early instructional months.

Behavior expectations and reinforcement systems are not systematically retaught and reinforced at the beginning of the school year or after breaks, leading to high early-year discipline referrals that interrupt learning time.

8 ★

Weekly PLCs and additional half-day planning sessions are provided, and staff are encouraged to stay true to the Bluebonnet curriculum. Growth scores in RLA (59%) and Math (62%) remain below targets, and grade-level instructional alignment is inconsistent, 3rd and 5th grade growth vs. 4th grade declines.

Collaborative planning focuses on coverage of curriculum rather than deep alignment to standards, differentiation for subgroups, and assessment of student learning, limiting the effectiveness of instructional planning.

9 ★

Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.

Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

10 ★

While 82% of Pre-K students are "On Track" overall in language development on the Circle Progress Monitoring, 21% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 41% on track), and rhyming (only 53% on track). These foundational deficits may hinder future reading fluency and comprehension.

Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.

11 ★

Although 85% of Pre-K students are "On Track" overall in Spanish language development, 41% of students need support in alliteration, and 24% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.

Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.

12 ★

For math, 43% of English-speaking students and 46% of Spanish-speaking students need support in operations, indicating a significant foundational gap in number sense and early problem-solving skills related to addition and subtraction concepts.

Students lack opportunities to practice operations through concrete manipulatives, visual models, and academic language routines such as turn and talks, student goal setting, and chunking of multi-step problems, which are essential for building number fluency in PK.

★ = Priority

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
2 ★	Weekly PLCs and additional half-day planning sessions are provided, and staff are encouraged to stay true to the Bluebonnet curriculum. Growth scores in RLA (59%) and Math (62%) remain below targets, and grade-level instructional alignment is inconsistent, 3rd and 5th grade growth vs. 4th grade declines.	Collaborative planning focuses on coverage of curriculum rather than deep alignment to standards, differentiation for subgroups, and assessment of student learning, limiting the effectiveness of instructional planning.
3 ★	Johnston's Critter Coin program provide incentives for positive behavior, but discipline incidents spiked early in the year, from 24 in September to 31 in October before stabilizing. PBIS systems did not fully prevent behavior disruptions during critical early instructional months.	Behavior expectations and reinforcement systems are not systematically retaught and reinforced at the beginning of the school year or after breaks, leading to high early-year discipline referrals that interrupt learning time.
4 ★	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

★ = Priority

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
2 ★	Johnston's Critter Coin program provide incentives for positive behavior, but discipline incidents spiked early in the year, from 24 in September to 31 in October before stabilizing. PBIS systems did not fully prevent behavior disruptions during critical early instructional months.	Behavior expectations and reinforcement systems are not systematically retaught and reinforced at the beginning of the school year or after breaks, leading to high early-year discipline referrals that interrupt learning time.
3 ★	Campus parent engagement opportunities are limited, resulting in low parent participation in school events and limited collaboration between home and school. Current parent involvement primarily occurs during evening events, which many families are unable to attend due to work schedules. As a result, fewer families are engaging in academic partnerships that support student success.	Parent engagement opportunities are not offered at varied times to accommodate family schedules. Communication and outreach efforts are primarily focused on traditional event structures rather than flexible, accessible opportunities that invite parents to participate in the school day.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**

- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1 ☑ High Priority

Increase the percentage of Pre-K English students who are Proficient on all five Circle indicators rapid letter naming, rapid vocabulary, math, social emotional, and early writing skills from 82% proficiency to 92% proficiency by May 2026. Increase the percentage of Pre-K Spanish students who are Proficient on all five Circle indicators rapid letter naming, rapid vocabulary, math, social emotional, and early writing skills from 85% proficiency to 95% proficiency by May 2026.

Evaluation Data Source: Circle

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

PK teachers will meet weekly to collaborate and plan Rapid Letter Naming, Rapid Vocabulary, Math, Social-Emotional, and Early Writing skills into their daily lessons.

Strategy's Expected Result/Impact: Increase PK student proficiency on all 5 Circle indicators.

Staff Responsible for Monitoring: PK teachers, Admin, Reading Interventionist

Problem Statements: Student Learning 11

Funding Sources: Planning materials and resources for students 199 - General Funds, $300

Title I: 2.5.3

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

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

Formative Reviews

November	February	April	July
Some Progress			

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

All teachers will collaborate weekly with the use of curriculum coaches to internalize lessons to target Tier I instruction.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math

Staff Responsible for Monitoring: instructional leadership team; teachers; administration

Problem Statements: Demographics 2

Funding Sources: general planning resources 199 - General Funds, $1,500

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Some Progress

November | February | April | July

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will use, with fidelity, Bluebonnet and Saavas curriculum and the instructional minutes to deliver intentional tier 1 instruction.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content- reading and math

Staff Responsible for Monitoring: administration, academic specialists; reading interventionists, Amplify and Eureka coaches

Problem Statements: Demographics 3 - Student Learning 7, 9, 13 - School Processes & Programs 1, 3 - Professional Development Implementation 2

Funding Sources: general reading resources 199 - General Funds, $2,500

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Considerable Progress

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will be trained in read, draw, write in the area of math. Teachers will use this daily, in their math lessons.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core math content.

Staff Responsible for Monitoring: Math interventionist; Academic specialists, administration

Problem Statements: Demographics 4 - Student Learning 5, 10 - School Processes & Programs 5

Funding Sources: Number talks books 199 - General Funds, $750

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Some Progress

November	February	April	July

Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will use NWEA data to determine and the learning continuum to know where to provide additional support in the areas math for K-5, and reading in grades K-5.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math

Staff Responsible for Monitoring: administration, academic specialists, interventionists

Problem Statements: Demographics 1 - Student Learning 4, 6 - Perceptions 1

Funding Sources: general resources 199 - General Funds, $500

Title I: 2.5.1, 2.5.3

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

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

Formative Reviews

Accomplished

November	February	April	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

2	Based on STAAR data in Domain III, Closing the Gaps, 3rd-5th grade students earned a score of 27/100, missing targets for African American, Hispanic, Emergent Bilingual (EL), and Special Education students.	Limited differentiation and inconsistent use of scaffolds (sentence stems, turn and talks, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.
3	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
4	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Based on reding STAAR, in grades 3rd-5th, only 60% of students met growth expectations.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (sentence stems, think-pair-share, stop-and-jot) to accelerate reading comprehension for EB and Special Education students.
5	Based on STAAR, in grades 3rd- 5th showed annual growth score of 62% in Math, but it was below the state target of 69% in the approaches level.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, and higher-order questioning that move students from Approaches to Meets/Masters.
6	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

7	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
9	Weekly PLCs and additional half-day planning sessions are provided, and staff are encouraged to stay true to the Bluebonnet curriculum. Growth scores in RLA (59%) and Math (62%) remain below targets, and grade-level instructional alignment is inconsistent, 3rd and 5th grade growth vs. 4th grade declines.	Collaborative planning focuses on coverage of curriculum rather than deep alignment to standards, differentiation for subgroups, and assessment of student learning, limiting the effectiveness of instructional planning.
10	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).
11	While 82% of Pre-K students are "On Track" overall in language development on the Circle Progress Monitoring, 21% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 41% on track), and rhyming (only 53% on track). These foundational deficits may hinder future reading fluency and comprehension.	Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.
13	For math, 43% of English-speaking students and 46% of Spanish-speaking students need support in operations, indicating a significant foundational gap in number sense and early problem-solving skills related to addition and subtraction concepts.	Students lack opportunities to practice operations through concrete manipulatives, visual models, and academic language routines such as turn and talks, student goal setting, and chunking of multi-step problems, which are essential for building number fluency in PK.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
3	Weekly PLCs and additional half-day planning sessions are provided, and staff are encouraged to stay true to the Bluebonnet curriculum. Growth scores in RLA (59%) and Math (62%) remain below targets, and grade-level instructional alignment is inconsistent, 3rd and 5th grade growth vs. 4th grade declines.	Collaborative planning focuses on coverage of curriculum rather than deep alignment to standards, differentiation for subgroups, and assessment of student learning, limiting the effectiveness of instructional planning.
5	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

Performance Objective 1 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
2	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).

improvements are not consistent.

Performance Objective 2 ☑ High Priority

Increase the percentage of Pre-K students who are Proficient in Phonological Awareness from the Spring 2025 baseline of 79% to 89%, by May 2026. Increase the percentage of Pre-K students who are Proficient in Phonological Awareness from the Spring 2025 baseline of 80% to at least 90% by May 2026.

Evaluation Data Source: Circle

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

PK teachers will use Circle data, to create small groups, based on their level on phonological awareness, and scaffold learning to close gaps in the student's native language.

Strategy's Expected Result/Impact: Student success and an increase in the percentage of students who are proficiencent on Phonological Awareness in Circle.

Staff Responsible for Monitoring: Pk teachers, administration

Problem Statements: Student Learning 11, 12

Funding Sources: general planning resources 199 - General Funds, $1,500

Title I: 2.5.1, 2.5.3

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

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

Formative Reviews

✓ Accomplished

November	February	April	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
11	While 82% of Pre-K students are "On Track" overall in language development on the Circle Progress Monitoring, 21% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 41% on track), and rhyming (only 53% on track). These foundational deficits may hinder future reading fluency and comprehension.	Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.
12	Although 85% of Pre-K students are "On Track" overall in Spanish language development, 41% of students need support in alliteration, and 24% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.	Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students in grades 3-5 scoring at Meets or above on STAAR Reading from 36% in May 2025 to at 50% by May 2026. Increase the percentage of African American students scoring at Meets or above on STAAR Reading from 17% in May 2025 to at least 27% by May 2026.

Evaluation Data Source: STAAR, NWEA, curriculum assessments

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will conduct reading small groups based on exit tickets from the Bluebonnet curriculum lessons with students at least 15 minutes daily as well as provide all Tier 1 instructional components of reading to all students.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math

Staff Responsible for Monitoring: administration/ILT reading leaders

Problem Statements: Demographics 2, 4 - Student Learning 10 - School Processes & Programs 5

Funding Sources: additional reading resources 199 - General Funds, $1,000

Title I: 2.5.1, 2.5.3

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

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

Formative Reviews

Some Progress

November	February	April	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

All teachers will collaborate weekly and utilize the Bluebonnet coaches for internalizing lesson documents, and use direct data from curriculum assessments when making instructional decisions regarding small groups.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math

Staff Responsible for Monitoring: instructional leadership team; teachers; administration

Problem Statements: Demographics 1, 3 - Student Learning 6, 7 - School Processes & Programs 1 - Perceptions 1 - Professional Development Implementation 2

Funding Sources: general planning resources 199 - General Funds, $1,500

Title I: 2.5.1, 2.5.3

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

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

Formative Reviews

Moderate Progress

November	February	April	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
	Based on STAAR data in Domain III,	Limited differentiation and inconsistent

2	Closing the Gaps, 3rd-5th grade students earned a score of 27/100, missing targets for African American, Hispanic, Emergent Bilingual (EL), and Special Education students.	use of scaffolds (sentence stems, turn and talks, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.
3	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
4	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
7	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
10	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American

	evidence of leadership impact on accelerating subgroup achievement.	students).

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
5	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

Performance Objective 3 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
2	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students in grades 3-5 who Meet or Exceed expected growth on Reading MAP Growth (English and Spanish) from 50% in May 2025 to at least 65% by May 2026. Increase the percentage of African American students in grades 3-5 who Meet or Exceed expected growth on Reading MAP Growth from 50% in May 2025 to at least 60% by May 2026. Increase the percentage of K-2 students who Meet or Exceed grade level expectations on Reading mCLASS Growth in English from 53% in May 2025 to at least 63% by May 2026. Increase the percentage of K-2 students who Meet or Exceed grade level expectations on Reading mCLASS Growth in Spanish from 54.8% in May 2025 to at least 65% by May 2026. Increase the percentage of K-2 African American students who Meet or Exceed grade level expectations on Reading mCLASS Growth in English from 43% in May 2025 to at least 53% by May 2026. Increase the percentage of K-2 African American students who Meet or Exceed grade level expectations on Reading mCLASS Growth in Spanish from 41% in May 2025 to at least 51% by May 2026.

Evaluation Data Source: NWEA, mClass

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will use the Bluebonnet reading curriculum to teach Tier I instruction and use Amira to provide the T3 instruction.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading

Staff Responsible for Monitoring: Reading interventionist; Academic specialists, administration

Problem Statements: Demographics 2 - Student Learning 4

Funding Sources: Number talks books 199 - General Funds, $750

Title I: 2.5.1, 2.5.3

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

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

Formative Reviews

November	February	April	July
Considerable Progress			

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Kinder teachers will collaborate and utilize the Bluebonnet curriculum to internalization lessons and add customizations to deliver solid Tier I instruction.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading

Staff Responsible for Monitoring: instructional leadership team; teachers; administration

Problem Statements: Demographics 3 - Student Learning 4, 7 - School Processes & Programs 1 - Professional Development Implementation 2

Funding Sources: general planning resources 199 - General Funds, $500

Title I: 2.5.1, 2.5.3

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

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	February	April	July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Based on STAAR data in Domain III, Closing the Gaps, 3rd-5th grade students earned a score of 27/100, missing targets for African American, Hispanic, Emergent Bilingual (EL), and Special Education students.	Limited differentiation and inconsistent use of scaffolds (sentence stems, turn and talks, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.
3	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Based on reding STAAR, in grades 3rd-5th, only 60% of students met growth expectations.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (sentence stems, think-pair-share, stop-and-jot) to accelerate reading comprehension for EB and Special Education students.
7	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).

Performance Objective 4 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
2	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).

Performance Objective 5 ☑ High Priority

Increase the percentage of kindergarten-2nd grade students who Meet or Exceed expected growth on Math MAP Growth (English and Spanish combined) from 44% in May 2025 to at least 54% by May 2026. Increase the percentage of kindergarten-2nd grade African American students who Meet or Exceed expected growth on Math MAP Growth from 44% in May 2025 to at least 54% by May 2026.

Evaluation Data Source: NWEA

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will use highly impactful teaching strategies such as Stop and Jot, active monitoring, think-pair-share, and sentence stems, during Tier 1 reading instruction, to increase student engagement.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading

Staff Responsible for Monitoring: administration, academic specialists; reading interventionists

Problem Statements: Demographics 2 - Student Learning 4

Funding Sources: general reading resources 199 - General Funds, $2,500

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Some Progress

November	February	April	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will conduct small math groups and phonics focused lessons in small groups (4-5) with students at least 20-30 minutes daily. Amira and ST math will be used to supplement learning.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math

Staff Responsible for Monitoring: administration/ILT

Problem Statements: Demographics 1 - Student Learning 1, 5, 6 - Perceptions 1 - Professional Development Implementation 1

Funding Sources: additional reading resources 199 - General Funds, $500

Title I: 2.5.1, 2.5.3

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

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

Formative Reviews

Some Progress

November	February	April	July

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
	Based on STAAR data in Domain III,	Limited differentiation and inconsistent

2	Closing the Gaps, 3rd-5th grade students earned a score of 27/100, missing targets for African American, Hispanic, Emergent Bilingual (EL), and Special Education students.	use of scaffolds (sentence stems, turn and talks, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on STAAR, 4th grade English declined in both Math from 58% to 34% Approaches, and RLA from 74% to 46% Approaches.	Lack of consistent instructional delivery and alignment of district initiatives (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels.
4	Based on reding STAAR, in grades 3rd-5th, only 60% of students met growth expectations.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (sentence stems, think-pair-share, stop-and-jot) to accelerate reading comprehension for EB and Special Education students.
5	Based on STAAR, in grades 3rd- 5th showed annual growth score of 62% in Math, but it was below the state target of 69% in the approaches level.	Math instruction emphasizes procedural fluency but lacks consistent focus on problem solving, reasoning, and higher-order questioning that move students from Approaches to Meets/Masters.
6	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

Performance Objective 5 Problem Statements Identifying Professional Development

Implementation

	Problem Statement	Root Cause
1	Based on STAAR, 4th grade English declined in both Math from 58% to 34% Approaches, and RLA from 74% to 46% Approaches.	Lack of consistent instructional delivery and alignment of district initiatives (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels.

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students in grades 3-5 scoring at Meets or above on STAAR Math from 33% in May 2025 to at least 43% by May 2026. Increase the percentage of African American students in grades 3-5 scoring at Meets or above on STAAR Math from 13% in May 2025 to at least 23% by May 2026.

Evaluation Data Source: NWEA, STAAR, module assessments

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will use Bluebonnet curriculum to impact Tier I instruction and use exit tickets from, to progress monitor student learning, and to target small groups each day.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading

Staff Responsible for Monitoring: administration, academic specialists; reading interventionists

Problem Statements: Demographics 2 - Student Learning 1 - Professional Development Implementation 1

Funding Sources: general reading resources 199 - General Funds, $500

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

November	February	April	July
Some Progress			

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will collaborate and internalize lessons with the Sustain Ed. Implementation walkthroughs will be completed weekly and feedback will be given so teachers are guided as the curriculum is being used to ensure success for students.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading

Staff Responsible for Monitoring: administration/ILT reading coaches, district coaches, regional coaches

Problem Statements: Demographics 3, 4 - Student Learning 7, 10 - School Processes & Programs 1, 5 - Professional Development Implementation 2

Funding Sources: additional reading resources 199 - General Funds, $500

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews

Moderate Progress

November	February	April	July

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Based on STAAR data in Domain III, Closing the Gaps, 3rd-5th grade students earned a score of 27/100, missing targets for African American, Hispanic, Emergent Bilingual (EL), and Special Education students.	Limited differentiation and inconsistent use of scaffolds (sentence stems, turn and talks, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.
3	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
4	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on STAAR, 4th grade English declined in both Math from 58% to 34% Approaches, and RLA from 74% to 46% Approaches.	Lack of consistent instructional delivery and alignment of district initiatives (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels.
7	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
10	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).
5	Johnston partners with Sustain Ed to coach administrators and support staff weekly, with a goal to strengthen reading and math leadership. However, student outcomes missed growth targets, and 0 TELPAS ELP points show limited evidence of leadership impact on accelerating subgroup achievement.	Leadership coaching focuses on observation and feedback, but not enough on data-driven decision-making, intervention monitoring, and differentiated supports for struggling subgroups (EB, SPED, African American students).

Performance Objective 6 Problem Statements Identifying Professional Development Implementation

	Problem Statement	Root Cause
1	Based on STAAR, 4th grade English declined in both Math from 58% to 34% Approaches, and RLA from 74% to 46% Approaches.	Lack of consistent instructional delivery and alignment of district initiatives (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels.
2	Johnston has implemented the district's coaching model (1-3 teachers per leader, real-time feedback during walkthroughs), coaching support is uneven across grade levels. The decline in 4th grade STAAR (Math and RLA) indicates that instructional improvements are not consistent.	Coaching and feedback cycles are not always calibrated across administrators, leading to variability in expectations and fidelity of implementation of district initiatives (e.g., small group instruction, aggressive monitoring).

Performance Objective 7

☑ **High Priority** ☑ **HB3 Goal**

Increase percentage of 3rd-5th grade students who Meet or Exceed expected growth on Math MAP English/Spanish combined from 38% to 48%. Increase the percentage of Economically Disadvantaged students from 48% to 58% by May 2026.

Evaluation Data Source: STAAR, NWEA, module assessments

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

All teachers will collaborate and utilize the PLC process and direct data for themselves and the grade level when making instructional decisions regarding students in their grade levels.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math

Staff Responsible for Monitoring: instructional leadership team; teachers; administration

Problem Statements: Demographics 1 - Student Learning 6, 11, 12, 13 - Perceptions 1

Funding Sources: general planning resources 199 - General Funds, $500

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

Moderate Progress

November	February	April	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will use NWEA data and individual learning continuum to assign objectives to ST Math and Amira to target small groups of students each day.

Strategy's Expected Result/Impact: Student success in all grade levels increase in core content-reading and math

Staff Responsible for Monitoring: administration, academic specialists

Problem Statements: Demographics 2 - Student Learning 2, 4, 11, 12, 13

Funding Sources: general resources 199 - General Funds,

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

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Considerable Progress			

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
2	Based on STAAR data in Domain III, Closing the Gaps, 3rd-5th grade students earned a score of 27/100, missing targets for African American, Hispanic, Emergent Bilingual (EL), and Special Education students.	Limited differentiation and inconsistent use of scaffolds (sentence stems, turn and talks, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause

2	Based on STAAR, only 24% of 3rd graders in Math, 37% of 5th graders in RLA, and 24% of 5th graders in Science achieved Meets grade level.	Instruction often emphasizes foundational skills to move students to Approaches but lacks rigorous questioning, structured academic talk (sentence stems, turn and talks), and depth of knowledge practice that drives Meets/Masters performance.
4	Based on reding STAAR, in grades 3rd-5th, only 60% of students met growth expectations.	In grades 3rd-5th, reading instruction does not consistently embed language supports and scaffolds (sentence stems, think-pair-share, stop-and-jot) to accelerate reading comprehension for EB and Special Education students.
6	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
11	While 82% of Pre-K students are "On Track" overall in language development on the Circle Progress Monitoring, 21% of students need support in phonological awareness, including critical early literacy skills such as syllabication, onset-rime, alliteration (only 41% on track), and rhyming (only 53% on track). These foundational deficits may hinder future reading fluency and comprehension.	Students are demonstrating limited exposure to structured phonological awareness activities, particularly in alliteration and rhyming, which are early predictors of reading success. Current instruction may lack intentional daily opportunities for sound play, guided oral language practice, and strategic use of district initiatives such as turn and talks, stop and jot, and sentence stems.
12	Although 85% of Pre-K students are "On Track" overall in Spanish language development, 41% of students need support in alliteration, and 24% need support in syllabication, two key components of phonological awareness. These gaps in foundational literacy skills indicate a need for more targeted early reading instruction to support biliteracy development in Spanish.	Pre-K students are not consistently receiving explicit, systematic instruction in Spanish phonological awareness, particularly in alliteration and syllabication. Instructional routines may lack sufficient oral language development and daily structured sound practice using district strategies such as think-pair-share, sentence stems, and chunking in Spanish.
	For math, 43% of English-speaking students and 46% of Spanish-speaking	Students lack opportunities to practice operations through concrete

13	students need support in operations, indicating a significant foundational gap in number sense and early problem-solving skills related to addition and subtraction concepts.	manipulatives, visual models, and academic language routines such as turn and talks, student goal setting, and chunking of multi-step problems, which are essential for building number fluency in PK.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

Goal 2 In Irving ISD, we will provide state of the art facilities that rethink the present design of education for all students.

Performance Objective 1 ☑ High Priority

Decrease the number and percentage of students who are chronically absent from 15% in 2024-2025 to 10% by May 2026. Decrease the number and percentage of African American students receiving discipline referrals from 23 students (September 2024) to 10 students by May 2026, reducing the infraction rate from 3.2% to 1.2%.

Evaluation Data Source: daily, weekly, monthly, six weeks attendance reports.

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Use academic student goal setting to include attendance so students can track their progress and see how chronic absenteeism is affecting their growth.

Strategy's Expected Result/Impact: Increased academic growth and reduce absences

Staff Responsible for Monitoring: classroom teachers and administrators

Problem Statements: Student Learning 8 - School Processes & Programs 4 - Perceptions 3

Funding Sources: Incentives for goal celebrations 199 - General Funds, $600

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

No Progress

November	February	April	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
8	Johnston's Critter Coin program provide incentives for positive behavior, but discipline incidents spiked early in the year, from 24 in September to 31 in October before stabilizing. PBIS systems did not fully prevent behavior disruptions during critical early instructional months.	Behavior expectations and reinforcement systems are not systematically retaught and reinforced at the beginning of the school year or after breaks, leading to high early-year discipline referrals that interrupt learning time.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Johnston's Critter Coin program provide incentives for positive behavior, but discipline incidents spiked early in the year, from 24 in September to 31 in October before stabilizing. PBIS systems did not fully prevent behavior disruptions during critical early instructional months.	Behavior expectations and reinforcement systems are not systematically retaught and reinforced at the beginning of the school year or after breaks, leading to high early-year discipline referrals that interrupt learning time.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Johnston's Critter Coin program provide incentives for positive behavior, but discipline incidents spiked early in the year, from 24 in September to 31 in October before stabilizing. PBIS systems did not fully prevent behavior disruptions during critical early instructional months.	Behavior expectations and reinforcement systems are not systematically retaught and reinforced at the beginning of the school year or after breaks, leading to high early-year discipline referrals that interrupt learning time.

Performance Objective 2 ☑ High Priority

Decrease the percentage of African American male students receiving in- or out-of-school suspensions from 3% in 2024-2025 to 1% by May 2026. Decrease the number of discretionary discipline referrals for African American students from 20% of all referrals in 2024-2025 to 10% by May 2026.

Evaluation Data Source: Discipline reports, PEIMS reports

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Counselors will work with chronic AA absentee students and parents to see what support can be provided, to ensure students are at school each day.

Strategy's Expected Result/Impact: Increased funding and increase in closing academic gaps.

Staff Responsible for Monitoring: Counselors, Administrators, teachers, Attendance team

Problem Statements: Demographics 1, 2 - Student Learning 6 - Perceptions 1

Funding Sources: 199 - General Funds, $600

Title I: 2.5.1

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

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

Formative Reviews

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Some Progress			

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.
2	Based on STAAR data in Domain III, Closing the Gaps, 3rd-5th grade students earned a score of 27/100, missing targets for African American, Hispanic, Emergent Bilingual (EL), and Special Education students.	Limited differentiation and inconsistent use of scaffolds (sentence stems, turn and talks, chunking) prevent EB and Special Education students from accessing grade-level content and achieving sustained growth.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	In grades 3-5, student achievement is inconsistent across grade levels. While 3rd and 5th grade English STAAR showed growth; Math growth at Meets at 19%, RLA growth Meets at 13%, 4th grade English declined; Math Approaches from 58% to 34%, RLA Approaches from74% to 46%.	Inconsistent implementation of district-aligned instructional practices (e.g., small group instruction, aggressive monitoring, student goal setting) across grade levels, compounded by high proportions of novice teachers.

Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1 ☑ High Priority

Increase the number of morning parent involvement activities from 1 activity in 2025 to 3 activities by the end of 2026.

Evaluation Data Source: Parent activity sign in sheets

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Add morning activities for parents to engage in with their child,

Strategy's Expected Result/Impact: Increase parent engagement on campus

Staff Responsible for Monitoring: Administrators and Parent Liaison

Problem Statements: Perceptions 4

Funding Sources: Materials/resources for morning activities 199 - General Funds, $600

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Considerable Progress				

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Campus parent engagement opportunities are limited, resulting in low parent participation in school events and limited collaboration between home and school. Current parent involvement primarily occurs during evening events, which many families are unable to attend due to work schedules. As a result, fewer families are engaging in academic partnerships that support student success.	Parent engagement opportunities are not offered at varied times to accommodate family schedules. Communication and outreach efforts are primarily focused on traditional event structures rather than flexible, accessible opportunities that invite parents to participate in the school day.

State Compensatory Education

State Compensatory

Budget for Johnston Elementary School

Total SCE Funds: $43,141.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

A paraprofessional salary, tutoring services after-school, and tutoring supplies.

Personnel for Johnston Elementary School

Name	Position	FTE
Olga Martinez	SCE General Instructional Aide	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Johnston Elementary School engaged in a **comprehensive needs assessment (CNA) process** beginning in **May 2025 and concluding in June 2025** to inform the development of the 2025–2026 Campus Improvement Plan.

- **Stakeholder Teams:** The CNA process included representation from administrators, teachers from all core content areas and electives, interventionists, special education staff, EB coach, counselors, parents, and community partners. Student voice was also included through surveys and focus groups.
- **Meeting Cadence:** The CNA team met formally four times between April and June and engaged in grade-level and department-level review sessions in May. Meetings included whole-group data analysis, breakout discussions by domain (Demographics, Student Learning, Processes & Programs, and Perceptions), and final consensus-building sessions.
- **Data Sources Reviewed:** Teams examined multiple sources of quantitative and qualitative data, including:
    - 2025 STAAR performance data and accountability reports (Domain 1 and Domain 3)
    - MAP Growth Reading and Math results (BOY, MOY, EOY)
    - TELPAS and Domain 3 English Language Proficiency progress data
    - Discipline data disaggregated by special populations
    - Attendance data, mobility, and enrollment demographics
    - Teacher and student survey results (including CKH/RISE perception surveys)
    - Parent engagement logs and feedback from family events
- **Process:** Each team reviewed strengths, needs, problem statements, and root causes in their assigned domain. These findings were recorded, cross-referenced, and aligned into a final CNA summary, which directly informed Bowie's 2025–2026 CIP goals, performance objectives, and strategies.
- **Documentation:** All agendas, sign-in sheets, CNA drafts, and finalized CNA documentation are housed in Title I Crate.

1.2 Location for Evidence of Multiple Meetings Held

Location for Evidence of Multiple Meetings Held

Johnston Elementary School ensured that multiple opportunities were provided for stakeholders to engage in the CNA process across the spring, summer, and fall of 2025.

- The CNA process formally began with CIC and Leadership Coalition meetings on May 12, 2025, where stakeholders reviewed preliminary data and identified initial strengths and needs.
- Additional CNA sessions were held twice in the summer of 2025 to further analyze MAP Growth, STAAR, TELPAS, discipline, and survey data.
- A final CNA review meeting occurred in September 2025 after state accountability ratings were released, allowing the team to incorporate updated results into the root cause analysis and ensure full alignment with CIP goals.

Evidence of multiple meetings — including agendas, notes, minutes, and sign-in sheets — is housed in Title I Crate and is available for review.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of Johnston Elementary School's 2025–2026 Schoolwide Program Plan/Campus Improvement Plan (CIP) followed the Comprehensive Needs Assessment (CNA) process and included multiple stakeholder meetings across the spring and summer of 2025, with finalization in September.

- **April–May 2025:** Initial data review began in April, followed by a CIC and Leadership Coalition meeting on May 12, 2025, to examine preliminary results and identify priority needs.
- **Summer 2025:** Two additional CNA meetings were held during the summer to analyze MAP Growth, STAAR, TELPAS, discipline, and survey data. Drafts of problem statements, root causes, and strengths were developed during these sessions.
- **September 2025:** A final CNA/CIP review meeting was conducted after the release of state accountability ratings, allowing the team to finalize the 2025–2026 Campus Improvement Plan.

Evidence of multiple meetings — including agendas, notes, minutes, and sign-in sheets — is housed in Title I Crate.

2.2 Stakeholders 1114(b)(2)

Johnston Elementary School engaged a wide range of stakeholders in the development of the **2025–2026 Campus Improvement Plan**.

- **Campus Staff:** Teachers from all core content areas and electives, department chairs, interventionists, counselors, special education staff, EB coach, and AVID representative actively participated in CNA meetings and provided input on root causes, problem statements, and strategies.
- **Campus Leadership:** The Leadership Coalition served as the primary planning body, ensuring cross-representation of RLA, Math, Science, counseling, and administration. Members included:
    - Rachel Morton, Principal
    - Katherine Young , Assistant Principal
    - Staci Young, RLA Interventionist
    - Jonni Parker, Math Interventionist
    - Joselyn Castillo, Assistant Principal
    - LaSherry Coleman, Academic Specialist
    -
- **Families & Community Members:** Parents and community partners were invited to participate through CIC meetings, parent surveys, and family engagement events. Feedback was solicited during CNA sessions, family nights, and through surveys distributed electronically and in-person.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The 2025–2026 Campus Improvement Plan (CIP**)** is made available to the district, parents, and the public through multiple formats to ensure accessibility and understanding.

- The finalized CIP is posted on the Johnston Elementary School website for open access by families and community members.
- Copies are available in the front office upon request
- The plan is written in clear, parent-friendly language. Key sections and summaries are available in English and Spanish, the primary languages of our families, with translation services available upon request for other languages.

The plan is also shared during parent engagement events and highlighted in the Johnston Family Newsletter, ensuring families are aware of its availability and purpose.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The 2025–2026 Campus Improvement Plan (CIP) was developed in coordination with district, state, and federal programs to maximize impact and avoid duplication of services. Funding and resources from Title I, State Compensatory Education (SCE), and general funds are strategically integrated to support academic interventions, extended learning, and family

engagement.

In addition, the CIP aligns with:

- **Federal Programs:**
  - Title I funds support instructional coaching, interventionists, tutoring, Saturday school, and parent engagement.
  - Special Education (IDEA) and EB/Title III resources are integrated to provide scaffolds and language development supports.
- **State Programs:**
  - **S**tate Compensatory Education (SCE) funds are coordinated to provide RTI interventions, instructional software (ST Math, SummitK12, Amira), and extended day programs.
  - HB1416 requirements for accelerated instruction are embedded in Tier II/III RTI.
- **Local and District Programs:**
  - RISE MTSS Framework supports Tier I behavior systems through Classroom Success Plans.
  - Irving Schools Foundation provides financial and resource support (uniforms, food bags, grants)

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Johnston Elementary School evaluates the effectiveness of programs and strategies through both formative and summative review processes, with documentation stored in Title I Crate.

- **Formative Reviews:** Notes on program effectiveness are captured in the **F**ormative Reviews section of the CIP, with updates made quarterly. These reviews include progress monitoring data (MAP Growth, CFAs/DOLs, discipline reports, attendance, tutoring participation, and walkthrough feedback).
- Summative Review: An annual evaluation of the Schoolwide Program Plan is conducted in the Summative Review section of the CIP. This includes analysis of STAAR results, TELPAS progress, Domain 3 indicators, and perception data (student/parent/staff surveys). Documentation of the summative review process, including agendas, notes, and sign-in sheets, is housed in Title I Crate.
- **Alignment with CNA:** Program evaluation findings are incorporated into the Comprehensive Needs Assessment (CNA) for the following school year to ensure continuous improvement and alignment of goals, performance objectives, and strategies.

Evidence: Sign-in sheets, agendas, minutes, and analyzed data sources (state assessments, MAP, discipline, attendance, and survey data) are stored in Title I Crate as required by the Schoolwide Program evaluation process.

Title I Personnel

Name	Position	Program	FTE
Jonni Parker	Math Intervention Specialist	Title I	NaN
Myrna Andolz	Parent Liaison	Title I	NaN
Sharon Thrasher	Title I General Education Aide	Title I	NaN
Staci Young	Reading Interventionist	Title I	NaN

Funding Summary

Funding Summary

199 - General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Planning materials and resources for students	--	$300.00
1	1	2	general planning resources	--	$1,500.00
1	1	3	general reading resources	--	$2,500.00
1	1	4	Number talks books	--	$750.00
1	1	5	general resources	--	$500.00
1	2	1	general planning resources	--	$1,500.00
1	3	1	additional reading resources	--	$1,000.00
1	3	2	general planning resources	--	$1,500.00
1	4	1	Number talks books	--	$750.00
1	4	2	general planning resources	--	$500.00
1	5	1	general reading resources	--	$2,500.00
1	5	2	additional reading resources	--	$500.00
1	6	1	general reading resources	--	$500.00
1	6	2	additional reading resources	--	$500.00
1	7	1	general planning resources	--	$500.00
1	7	2	general resources	--	$0.00
2	1	1	Incentives for goal celebrations	--	$600.00
2	2	1		--	$600.00
3	1	1	Materials/resources for morning activities	--	$600.00
				Sub-Total	$17,100.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/16/2025	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/16/2025	Dorian Galindo	10/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/ Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024

Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024