

Garland Independent School District



Liberty Grove Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

Our Liberty Grove School Family inspires and encourages one another to achieve personal and academic excellence by setting and achieving goals and providing accountability for all.

Vision

Support the whole child through authentic instruction in a positive and nurturing environment.

Value Statement

We believe that all students should receive quality instruction, We believe all children can learn, we value and celebrate the diversity of our families and communities, We encourage communication and collaboration to reach our full potent

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Learning	10
School Processes & Programs	13
Perceptions	19
Priority Problem Statements	23
Data Documentation for CNA	26
Improvement Planning Data	27
Accountability Data	27
Student Data: Assessments	27
Student Data: Student Groups	28
Student Data: Behavior and Other Indicators	28
Employee Data	28
Parent/Community Data	29
Support Systems and Other Data	29
Goals	30
Goal 1 : Increase the percentage of students achieving Early, Mid, and Above Grad...	31
Goal 2 : Increase the percentage of students achieving Early, Mid, and Above Grad...	36
Goal 3 : Increase the percentage of ALL third-grade students achieving 'Meets Gra...	39
Goal 4 : Increase the percentage of ALL third-grade students achieving 'Meets Gra...	42
Goal 5 : By the end of the 2026-2027 school year, the school will improve overall c...	45
Goal 6 : By the end of the 2026-2027 school year, teacher absences will decrease ...	48
Goal 7 : By the end of the 2026-2027 school year, there will be an increase from 7...	49
Goal 8 : Increase the percentage of Emergent Bilingual students meeting progress ...	52
Goal 9 : Increase the percentage of third through fifth grade students with an IEP a...	55
Goal 10 : Percent of students in grade 5 demonstrating scientific understanding as ...	58
Goal Tables	60
Targeted Support Strategies	61
Title I Summary	62
Title I Personnel	63
Committees	64
26-27 Campus Improvement Team	65
Members	65
Funding Summary	66
6100 Parent Inv. Payroll T1	67

6200 Contracted Services/Registration- Title I Fun
6300 Parent Involvement. Supplies T1

67
67



Comprehensive Needs Assessment

Demographics

Summary

Liberty Grove Elementary School, established in the fall of 2007, is a vibrant and diverse Title I campus located in the upper outskirts of Rowlett, Texas. Nestled within an inviting neighborhood and near another high-performing GISD elementary school, Liberty Grove proudly serves 443 students from Early Education (EE) through 5th grade. While primarily a neighborhood school, we also welcome students from other parts of the Garland Independent School District through open enrollment. Our campus is a modern, well-maintained facility equipped with up-to-date technology, including Wi-Fi access, 1:1 student devices, and flat screen TVs in every classroom. Our school colors—orange and green—and our Gator mascot represent the spirit and unity of our community. We are a diverse and inclusive community, with our students representing over 15 languages. Our racial and ethnic demographics include: Hispanic: 36.8%, African American: 24.2%, White: 22.8%, Asian: 6.1%, Two or More Races: 8.35%, American Indian: 1.4%, Pacific Islander: 0.5%. Our students reflect a wide range of backgrounds and needs: 63.66% are economically disadvantaged, 13.8% are English Language Learners, 32.7% receive Special Education services, including 9.71% that are receiving dyslexia instruction, 4.74% receive 504 services, 44.7% are considered at-risk, 2.7% are identified as Gifted and Talented, 0.23% are experiencing homelessness. The attendance rate as of 5/5/26 is 94.7%. We have a school wide incentive for classroom attendance for students to earn extra recess and other student based rewards. We believe in nurturing the whole child, beginning each day with morning announcements, welcoming rituals, and character development lessons that set a positive tone for the school day. Our commitment to a strong, positive school culture is supported by PBIS (Positive Behavioral Interventions and Supports) that incorporates common language and expectations across all settings and positive behavior incentives which, along with SEL practices, has led to a 41% decrease in behavioral incidents from the 2024–2025 to the 2025–2026 school year and a 69% decrease for the past 2 school years. In 2025–2026, there were 101 behavioral incidents, a decrease of 41% or 69 referrals from 2024–2025. Of those, 18% were failure/refusal to follow rules, and 15% were physical confrontation, 11% were bullying. As a result, the campus is continuing to focus on PBIS structures as well as SEL practices campus wide to build a positive school and classroom culture. The practice of focusing on high student expectations in behavior and academics, has proven over the past 2 years to show a positive data trend and has improved the success of the campus.

Robust academic and enrichment programs are offered at Liberty Grove. Teachers use sheltered instruction strategies to create language-rich classrooms that support English learners. Special Education students receive both inclusion support and pull-out resource instruction. We offer a full range of fine arts classes, including Music, Art, Library, and PE. Early learning is a priority with programs including 2 ECSE (Early Childhood Special Education) classes, 4 ALE (Adaptive Learning Environment) programs, and 2 Pre-Kindergarten classes. All students receive free breakfast and lunch, ensuring their basic needs are met to support learning. We take pride in our experienced and dedicated staff, with 28.4% of teachers having 11–20 years of experience and only 8.2% being new to the profession. This data shows that we have a staff well experienced in the field and prepared to teach students to where they are at socially and academically. Our leadership team is highly trained, each with over four years of experience. While Liberty Grove has experienced staff turnover in recent years, this past year brought more staff stability which has allowed us to build consistency and strengthen our school culture.

At Liberty Grove, we are more than a school—we are a community. Backed by strong parental and community support and an active PTA, we continue to grow together in our mission to support every child academically, socially, and emotionally. In order to align with our philosophy and beliefs, we will be implementing other extra-curricular activities, Choir, PTA events, SEL Small Group, and Family Engagement and Community Involvement Nights. We encourage parent involvement, but currently have little parent involvement. We have Title 1 funds that equip us to serve the needs of Economically Disadvantaged Students.

Strengths

- diversity of students and staff
- High experienced teachers that are able to meet student needs
- We focus on high student expectations in behavior, as well as academics which has proven to show a

positive trend of data in both areas.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Our school has faced ongoing challenges with students attendance, which impacts academic achievement and overall student engagement. Addressing /Prioritizing this need is essential to ensuring consistent learning opportunities and supporting the long-term success of all students.	Socio-economic challenges- create difficulties for families to ensure regular attendance. Health related issues- Physical and mental health problems, especially when healthcare is limited and can lead to frequent absences. Prioritization of schooling in the home
2 While our student body reflects rich diversity of backgrounds and experiences, our current staff does not yet fully represent this diversity. Increasing staff diversity is essential to providing students with relatable role models, fostering inclusive persepectives and ensure that our educational environment reflects the community we serve.	Limited access to pipelines- There may be insufficient pathways for individuals from diverse backgrounds to enter the teacher profession or school district, Recruitment challenges- A lack of targeted outreach or recruitment efforts in diverse communities could result in a homogeneous applicant pool.
3 Some ongoing behavioral concerns in the areas of failure/ refusal to follow rules (18%), physical confrontation (15%), and bullying (11%). These specific areas of concern- specifically bullying and physical confrontation that create difficult environments for teachers to manage.	Inconsistent teacher use of positive behavior and conflict-resolution skills and understanding of student background/cultural differences, combined with a need for stronger implementation of PBIS and SEL practices across all settings, getting buy-in from all stakeholders. Limited student self-management, peer relationship skills, and consistent behavioral expectations.
4 ★ There is a need to further develop students' self-regulation and social-emotional skills in order to reduce repeated behaviors across settings.	Many students have not yet developed consistent self-regulation, coping, and conflict-resolution skills. Additionally, there is a need for more structured, campus-wide social-emotional learning supports and consistent reinforcement strategies to help students manage behavior effectively across all environments.
5 ★ Deeper analysis of behavior incidents should occur, including who is sent to the office and how the student then reflects on their behavior to make changes	Lack of clear understanding of where incidents are happening and what is causing them

6

Teachers have difficulty managing some behaviors in the classroom- specifically with African American students.

Lack of staff knowledge of behavior management and restorative practices as well as culturally responsiveness.

★ = Priority

Student Learning

Summary

Liberty Grove ended the 2025-2026 year school year with a projected B Accountability Rating- an increase of 19 points since the end of the 2023-2024 school year. There was significant progress in both ELAR and Math from the previous year- specifically in the areas of meets and masters. The only area that showed a decrease in student performance was 3rd grade math. 3rd grade performance in Reading and Math maintained similar performance from 2025-2026, though math decreased and Reading increased. Preliminary 2026 STAAR data demonstrated gains in of +6 in 3rd ELAR, 4th grade mathematics (+15) and 4th grade reading (+5) while 5th grade mathematics increased (+2) and 5th grade reading increase (+19) from 2025-2026. Student cohort data showed improvements in all areas +19 in 4th Math, +9 in 5th Math, +18 in 4th ELAR and +11 in 5th ELAR. However, declines in 3rd grade mathematics (-4) indicate a need for improved mathematics and small group instruction. End of Year i Ready data also demonstrated significant improved placement levels in mathematics and Reading from Beginning of Year to End of Year, reflecting strong student growth of approximately 70% of students on grade level in Reading and Math. The continued areas of concern remains with low growth in 3rd grade Math, lower performance in Kinder Math, low growth and performance in Kinder and 1st grade ELAR and low performance in 3rd grade ELAR. These trends indicate a need to strengthen Tier 1 instruction, intervention systems, and academic language supports for Emergent Bilingual students while continuing to build upon areas of academic growth.

Strengths

8 teachers showed 60%+ of students achieving their yearly goal from Fall to Spring in Math

Utilizing small groups to fill gaps in student achievement. Bringing in outside tutors to help with STAAR academy. Enforcing small group tutoring

Used data from CBAs, Mock, DOLs, and checkpoints to determine what students needed what TEKS.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Students are not consistently demonstrating growth across performance levels, with both struggling and advanced students lacking appropriate support to increase achievement.	Limited access to targeted intervention and enrichment resources, inconsistent differentiation within Tier 1 instruction, and a lack of student ownership and accountability for their learning progress.
2 Math achievement is not increasing at the same rate as reading across grade levels.	lack of accountability and structure in some classrooms, limited targeted intervention
3 Third grade students are not demonstrating the same level of growth as other grade levels	Gaps in foundational skills and an inconsistent transition from second to third grade, including increased rigor without adequate scaffolding
4 Data-driven instruction is not consistently leading to measurable student growth. More reactive than proactive.	Data reflection occurs, but there is inconsistency in translating data into specific, actionable instructional adjustments and progress monitoring.
5 Students with attendance challenges are not making adequate academic progress.	Lack of a consistent, campus-wide system for reteach, intervention, and progress monitoring for students who miss instruction.
6 Some ongoing behavioral concerns in the areas of failure/ refusal to follow rules (18%), physical confrontation (15%), and bullying (11%). These specific areas of concern- specifically bullying and physical confrontation that create difficult environments for teachers to manage.	Inconsistent teacher use of positive behavior and conflict-resolution skills and understanding of student background/cultural differences, combined with a need for stronger implementation of PBIS and SEL practices across all settings, getting buy-in from all stakeholders. Limited student self-management, peer relationship skills, and consistent behavioral expectations.

7★

Our school has faced ongoing challenges with students attendance, which impacts academic achievement and overall student engagement. Addressing /Prioritizing this need is essential to ensuring consistent learning opportunities and supporting the long-term success of all students.

Socio-economic challenges- create difficulties for families to ensure regular attendance. Health related issues- Physical and mental health problems, especially when healthcare is limited and can lead to frequent absences. Prioritization of schooling in the home

8★

Develop a more systematic approach to aligning instructional practices across grade levels. There is limited mention of vertical alignment to ensure continuity in instructional strategies and expectations from grade to grade.

While weekly PLCs and data reviews are strong and consistent, there is limited dedicated time and structured protocols for vertical collaboration across grade levels. As a result, gaps in student readiness and instructional continuity may persist between grade levels.

9★

Tier 3 students are supported primarily through in-class teacher interventions rather than consistent pull-out or structured intervention services, which limits access to highly individualized support for addressing significant academic and behavioral needs.

Limited staffing, intervention time, and access to specialized resources make it difficult to consistently provide individualized Tier 3 support that is fully aligned to each student's specific academic and behavioral needs.

10★

Students perceive less engagement with their learning environment than in years' past, and they don't feel ownership towards their own learning or success.

Lack of understanding and student buy-in to the learning process

11★

Deeper analysis of behavior incidents should occur, including who is sent to the office and how the student then reflects on their behavior to make changes

Lack of clear understanding of where incidents are happening and what is causing them

12

Teachers have difficulty managing some behaviors in the classroom- specifically with African American students.

Lack of staff knowledge of behavior management and restorative practices as well as culturally responsiveness.

★ = Priority

School Processes & Programs

Summary

Hiring Processes and Teacher Development

Liberty Grove recruits and hires educators through district processes such as job fairs, interviews and review of certifications and experience. Teachers are assigned to grade levels and subjects based on student needs, teacher strengths, and experience to ensure effective instruction. A pool of applicants is screened to identify candidates whose qualifications, experience, and instructional philosophies align with campus goals and culture. During the selection process, candidates are reviewed and interviews are conducted. Following interviews, background and reference checks are done and the team determines the appropriate hire based on fit of the team, strong instructional foundation and commitment to student success.

New staff receive support through establishing clear roles and responsibilities, mentorship programs, targeted coaching and modeling cycles with frequent walkthroughs and feedback and mentoring and ongoing coaching. Retention is supported through professional development, collaboration, and a positive campus culture. Overall, staffing decisions are made intentionally to match teacher strengths with student needs. In regards to teacher retention and leadership development, a collaborative and empowered campus culture and fostered by encouraging staff to be stakeholders on committees and distributing leadership throughout the campus.

Liberty Grove develops instructional leadership mainly through administrators and teacher leaders, including those involved in PBIS. Admin support teachers by providing feedback, PLC and helping guide instruction through walkthroughs and data review.

Teacher leaders, including PBIS team members, help support positive behavior systems and share strategies with staff. Leadership responsibilities are mostly outlined through campus expectations and assigned roles. Overall, roles are generally clear at the administrative level, with teachers and PBIS members helping support instruction and behavior across the campus.

Classroom Instruction and Plans for Improvement

Liberty Grove develops its focused improvement plan using a needs assessment based on CIRCLE (Pre-K), mCLASS, i-Ready, and STAAR data, as well as other pertinent information to identify root causes of low performance and prioritize campus goals. Teachers and administrators review this data during planning meetings and PLCs to help set priorities and determine instructional needs. PBIS supports are also used to address behavior trends that may impact learning. Progress is tracked through ongoing progress monitoring using mCLASS, i-Ready, classroom assessments, and STAAR results, allowing the campus to adjust instruction and supports based on student growth.

Through the following steps and procedures, Liberty Grove develops a Campus Improvement Plan that addresses the root causes of low performance and then uses data collection and analysis in order to track the progress needed to improve the root causes that were identified.

1. Root Cause Analysis and Needs Assessment

- Data Collection & Analysis: Collect quantitative (e.g., test scores, attendance rates) and qualitative (e.g., surveys, observations) data.
- Identify Areas of Low Performance: Pinpoint trends or gaps in our data in specific grade levels and school wide.
- Root Cause Analysis Tools: Use tools like the 5 Whys or Root Cause Trees to move beyond symptoms and identify underlying causes.
- Equity Lens: Consider whether specific groups are disproportionately impacted and why.

2. Stakeholder Involvement

- Inclusive Planning Teams: Involve administrators, teachers, support staff, students, families, and community partners when putting together the Campus Needs Assessment.

- Feedback Mechanisms: Conduct surveys or focus groups to gather input for the CNA.

3. Plan Development

- Strategic Actions: Design targeted strategies that address the root causes (e.g., professional development, curriculum redesign, family engagement).
- Resource Alignment: Allocate funding, personnel, and time effectively.
- Roles & Responsibilities: Clearly define who is responsible for what.
- Goals and Milestones: Establish short-term goals within the staff to track incremental progress.

4. Implementation and Monitoring

- Progress Monitoring Tools: Use data trackers and schoolwide campus technology program (e.g., iReady) to track data.
- Regular Check-ins: Hold weekly PLCs to evaluate action steps based off data collected.
- Formative Assessments: Use daily DOLs, iReady, exit tickets, CBAs to adjust the plan in real time.

5. Evaluation and Adjustment

- Outcome Evaluation: Compare performance data to original goals and objectives.
- Stakeholder Review: Gather feedback again from stakeholders to assess effectiveness and sustainability.
- Continuous Improvement Cycle: Reassess root causes if goals are not met and refine the plan accordingly.

Programs Operating at Liberty Grove Elementary and Their Alignment

Liberty Grove Elementary implements a variety of academic, behavioral, and enrichment programs designed to foster a safe, supportive, and high-achieving learning environment for all students. These programs are closely aligned with the school's vision to empower every child to grow academically, socially, and emotionally, and its mission to provide equitable, high-quality instruction and opportunities for success. Academic program encompass iReady to support differentiated learning and monitor progress toward grade level mastery. Teachers provide project-based enrichment and critical thinking challenges for students identified as gifted, in alignment with high expectations for all learners. The MTSS structured framework to identify students in need of academic or behavioral interventions, provide targeted support, and monitor progress. Special Education & 504 Services provide individualized supports and accommodations ensure access to grade-level content and equity in achievement expectations. English Learner (EL) Support provides language development strategies, sheltered instruction, and TELPAS-aligned support help ELs access core instruction and build academic English. Character Development programs are provided to students through monthly counselor-led lessons and daily lessons with teachers to promote emotional regulation, empathy, and a positive school climate and school-wide expectations for behavior (e.g., Respect, Responsibility, Readiness) are taught, reinforced, and celebrated to ensure a safe and predictable environment around the school. Regular training and drills (fire, lockdown, weather) ensure students and staff know what to do in emergencies. The school emphasizes both physical safety and emotional security.

Students are given opportunities such as PE Buddies for ALE students k-5, Choir, Broadcast Team, Robotics, Other after school activities, Library Workers, Career Day and Safety Patrol promote leadership, creativity, and community involvement. Career Day also allows students to explore future career opportunities and make real-world connections. Title 1 Nights (Back to School, Literacy & Math Night), PTA events (Boo Bash, Santa Night, Multi- Cultural Night, Fine Arts Night/Family Picnic) connect families to the school community and support student learning outside the classroom while fostering a safe, engaging environment with high expectations for all students.

Liberty Grove Elementary is committed to providing equitable access to rigorous instruction, targeted support, and enrichment opportunities that enable every student, especially those at risk, to meet or exceed Texas state academic standards. This is done through High-Quality Core Curriculum, Differentiated Instruction, Tiered Instruction with pull out, push in support, multiple assessments, data points and discussions to respond to the need though small group, reteach and tutoring. All students have access to a 1 on 1 device to provide opportunities to engage fully in all learning opportunities and differentiated instruction. Platforms such as Edugence allow students and teachers to track individual progress, including daily objectives (DOLs), helping ensure that instruction is responsive and targeted.

Liberty Grove Elementary effectively integrates technology to enhance instruction and support data-driven decision-making. With 1:1 device access, all students are able to engage in personalized and blended learning experiences throughout the day. Programs such as i-Ready provide individualized instruction based on student performance data, allowing lessons to adjust to each student's needs and progress. Students also have access to a variety of instructional resources through ReadyHub, creating a centralized and consistent learning experience. Technology is used not only to increase student engagement, but also to monitor progress, inform instruction, and ensure all students have equitable access to high-quality learning opportunities. In addition, there is a clear plan for integrating technology to enhance instruction and support data-driven decision-making. With 1:1 device access, students engage in personalized and interactive learning through platforms such as i-Ready and Seesaw, which support differentiated instruction and real-time feedback. Technology is also used to monitor student progress and inform instruction. Staff utilize tools like Edugence for data tracking and analysis, as well as Review360 to support behavior monitoring and intervention planning. In addition, communication platforms such as ClassDojo, ParentSquare, and the school newsletter help strengthen connections between families and staff, ensuring consistent and effective communication. Overall, technology integration at Liberty Grove enhances student engagement, streamlines campus operations, and promotes equitable access to learning opportunities for all students.

Our campus supports powerful teaching and learning through data-driven decision-making, collaborative Professional Learning Communities (PLCs), and targeted intervention practices to ensure all students' needs are met. Curriculum and assessments are aligned to TEKS through a clearly defined year-long scope and sequence, which promotes consistency, rigor, and alignment across all grade levels and content areas. Within PLCs, teachers regularly analyze student data, plan instruction, and adjust strategies to respond to student needs. Instruction is supported through small group instruction, reteach opportunities, and enrichment to ensure all learners are challenged and supported. Teachers are also supported through ongoing professional development, instructional coaching, and mentoring opportunities that encourage continuous growth and reflection. Lesson plans and instruction are both objective-driven and data-driven to ensure high levels of student learning. Teachers align lessons to TEKS-based objectives and use student data to guide instructional decisions and adjust teaching practices. Instruction includes opportunities for critical thinking through rigorous tasks, questioning strategies, student data trackers and problem-solving activities that encourage deeper understanding. Formative assessments, such as daily checks for understanding, exit tickets, and observations, are used consistently to monitor student progress and inform next steps in instruction. Based on data collected, teachers provide targeted interventions through small group instruction, reteach opportunities, and tutoring, as well as enrichment for students who are ready for acceleration. Differentiated instruction and tiered support, including push-in and pull-out services, ensure that all students' needs are met. Additionally, 1:1 device access supports engagement, differentiation, and ongoing progress monitoring, allowing instruction to remain responsive and student-centered. These systems work together to create a cohesive, student-centered environment where high-quality instruction, academic achievement, and professional success are actively cultivated.

Discipline and Management

Liberty Grove Elementary consistently uses non-exclusionary discipline strategies, with 96.5% of incidents involving student conferences and 69.5% involving parent communication. This reflects a strong commitment to addressing behavior through communication and support rather than removing students from the classroom. Common area expectations are reinforced through posted expectation posters and four guiding questions:

What are you doing?

What are you supposed to be doing?

Are you doing it?

What are you going to do about it?

These questions support student reflection, self-regulation, and accountability across all settings. The campus also provides proactive supports such as Gator Checks, which allow students who need a break or a change of environment—including SPED students in general education settings—to safely reset and return to learning. This supports regulation and helps reduce behavioral escalations.

A tiered behavior system is used consistently across campus:

Tier 1 – Teacher Managed: Student conferences and parent communication (notes, email, phone calls, electronic messages), documented in Edugence.

Tier 2 – Teacher Managed: Increased parent communication through phone calls or face-to-face conferences, documented in Edugence.

Tier 3 – Office Managed: Referrals documented in Review360 with administrative support and parent conferences.

Zero Tolerance – Office Managed: Serious incidents documented in Review360 with required administrative and parent

communication.

This system, along with proactive supports like Gator Checks and consistent communication, helps maintain a positive learning environment while minimizing removal from instruction.

Strengths

Liberty Grove effectively integrates technology to enhance instruction and support data-driven decisions. With 1:1 device access and platforms like i-Ready, Seesaw, PearDeck, and Edugence, students engage in personalized, interactive learning. Staff use tools like Edugence and Review 360 for planning and behavior tracking, while communication apps like ClassDojo connect families and staff. The use of technology boosts student engagement, streamlines operations, and supports equity across the campus.

Structured support systems for both students and staff. Our campus utilizes data-driven decision-making, PLCs, and targeted intervention programs to ensure every learner's needs are addressed. Teachers are supported through collaborative/vertical planning, use of common language in academics and showing work, ongoing professional development, and mentoring/coaching opportunities that encourage continuous growth. Students and teachers are expected to set goals, track data through target maps and data trackers and monitor progress to encourage high levels of performance, reflective thinking and goal achievement. These systems create a cohesive, student-centered environment where academic and professional success is actively cultivated.

Our school is dedicated to building strong family partnerships through events like award ceremonies, 5th grade graduation and parties, 4th grade Austin trip, 5th grade Sky Ranch and ALE Unstoppable Athletics and off campus holiday parties sponsored by the community, Title I Nights for core subjects, Multicultural Night, Family Nights, and holiday celebrations. These gatherings strengthen connections between staff and families, celebrate our diverse community, and provide valuable support for student learning. By participating in these events, we create a welcoming environment where all families feel seen, heard, and valued.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Tier 3 students are supported primarily through in-class teacher interventions rather than consistent pull-out or structured intervention services, which limits access to highly individualized support for addressing significant academic and behavioral needs.	Limited staffing, intervention time, and access to specialized resources make it difficult to consistently provide individualized Tier 3 support that is fully aligned to each student's specific academic and behavioral needs.
2 ★ There is a need to further develop students' self-regulation and social-emotional skills in order to reduce repeated behaviors across settings.	Many students have not yet developed consistent self-regulation, coping, and conflict-resolution skills. Additionally, there is a need for more structured, campus-wide social-emotional learning supports and consistent reinforcement strategies to help students manage behavior effectively across all environments.
3 ★ Develop a more systematic approach to aligning instructional practices across grade levels. There is limited mention of vertical alignment to ensure continuity in instructional strategies and expectations from grade to grade.	While weekly PLCs and data reviews are strong and consistent, there is limited dedicated time and structured protocols for vertical collaboration across grade levels. As a result, gaps in student readiness and instructional continuity may persist between grade levels.
4 Math achievement is not increasing at the same rate as reading across grade levels.	lack of accountability and structure in some classrooms, limited targeted intervention
5 Some ongoing behavioral concerns in the areas of failure/ refusal to follow rules (18%), physical confrontation (15%), and bullying (11%). These specific areas of concern- specifically bullying and physical confrontation that create difficult environments for teachers to manage.	Inconsistent teacher use of positive behavior and conflict-resolution skills and understanding of student background/cultural differences, combined with a need for stronger implementation of PBIS and SEL practices across all settings, getting buy-in from all stakeholders. Limited student self-management, peer relationship skills, and consistent behavioral expectations.

6
★

Students perceive less engagement with their learning environment than in years' past, and they don't feel ownership towards their own learning or success.

Lack of understanding and student buy-in to the learning process

★ = Priority

Perceptions

Summary

Based on survey data, families in the building have a positive sense of family and community present at Liberty Grove. Many parents are willing to get involved with programs at school and work with the campus on campus goals. Parents and guardians at Liberty Grove Elementary learn about their child's learning standards, expectations, and progress through a combination of structured reporting and ongoing communication. Progress and report cards as well as iReady progress reports provide formal updates on student performance, and parents have access to grades at any time through the Skyward grade reporting system, allowing for continuous monitoring of academic progress. Parent-teacher conferences in the fall and spring offer personalized opportunities to discuss learning goals and areas for growth. Additionally, daily or weekly communication through platforms like ClassDojo, as well as a weekly admin and classroom newsletters keep families informed about classroom activities, behavior, and academic expectations. School functions such as Math Night and Literacy Night further engage families by showcasing hands-on learning experiences that align with the curriculum. 95% of families agreed that information from the school comes in a language and format that they can understand. The area that showed the greatest area of growth is that families are provided with information and materials to support their children at home. Overall, parents generally describe Liberty Grove positively in terms of communication, support, and opportunities for involvement. Most open ended responses were positive, indicating positive experiences and feedback. Some parents shared concerns with rules that they are not in agreement with, arrival concerns, minor communication concerns, and difficulties connecting with volunteer opportunities.

For new teachers, the program Project Goal is well implemented- providing support for teachers new to the profession. All teachers have an accountability buddy on the campus that they can seek assistance from. In addition, PLC and planning times are provided for teachers to work together and collaborate.

According to the Spring Panorama 2026 data, engagement and staff-leadership relationships all increased from the previous year. There was a 15 point increase in staff-leadership relationships from the previous year. Teacher led committees continued to improve systems and procedures, as well as reinforce ownership for Liberty Grove in the 2024-2025 school year. The staff turnover rate for the 25-26 school year is 21%.

According to the Spring 2026 survey, more than 65% of the teachers feel supported by administration when facing challenges at work. 60% of the teachers reported that they agree that campus leadership helps them improve through the walk throughs and coaching meetings.

The execution of the Positive Behavioral Intervention and Support system increased active engagement in students which provided teachers more instructional time for maximum student and teacher success. Students are spending more time in the classroom and less time in trouble. In 2025-2026, there were 101 behavioral incidents, a decrease of 59% or 69 referrals from 2024-2025. Of those, 18% were failure/refusal to follow rules, 15% were physical confrontation, and 11% were bullying. As a result, the campus is continuing to focus on PBIS structures as well as SEL practices campus wide to build a positive school and classroom culture. In 24-25, there were 136 student conferences, 98 parental conferences, and 41 time outs. For the 25-26 school year, there were 90 student conferences, 78 parental conferences, and 27 time outs. There are no DAEP placements either year. There are differences between the ethnic groups. Between the last year and the current, the number of Black or African American student offenses dropped from 97 to 81 student incidents. In addition the total number of Hispanic/Latino student offenses dropped from 31 to 17 and the white student incidents dropped from 34 to 24. Based on Spring 25 Panorama data, students appear to feel more prepared for class and able to get their work done right away. Students reported less engagement and difficulty following directions in class. Though these drops were not significant, there was still a decrease present. One of the most significant decreases from the survey showed that students have a difficult time thinking before they react which can lead to more classroom conflicts and behavioral issues.

Students seem to be excited about tracking their goals and meeting and exceeding expectations. They are having fun taking ownership of their learning. We have iReady goal trackers and we meet regularly with each student to discuss their goals and progress. In addition to the rewards and celebrations, we have discussions with each student about what can be done differently in the future and how growth can be attained. Students

feel comfortable coming to the teachers to discuss SEL issues and have tools to deal with those issues.

Teachers feel much safer with the new fence surrounding the campus. Teachers have positive responses to PBIS and student behaviors, noticing the collaboration and engagement have improved, using the school wide behavior system, and clear expectations. All of this has contributed to a positive school culture. Teachers feel comfortable to lean on each other and admin for support. Teachers are supported by admin through coaching and walk-throughs. The scheduled coaching meetings provide the opportunity for teachers to grow and improve in their ability. The professional development provided by Admin has helped teachers grow.

Parents and the community generally view the district and campuses positively, highlighting caring teachers, a safe and nurturing environment, and strong student experiences. Many families feel supported and appreciate volunteer opportunities and school culture. However, concerns focus on the need for clearer and more consistent communication, greater transparency about safety and facility issues, and improved responsiveness from staff and leadership. Some parents also expressed concerns about parent involvement opportunities (not what is desired), PTA organization, and meeting the needs of all learners. Overall, the climate and culture are seen as positive, with opportunities to improve communication, transparency, and family engagement.

Strengths

Liberty Grove provides a welcoming and inclusive environment where parents and guardians are given consistent communication and opportunities to participate in their student's education. The challenge lie in communicating the effectiveness of the opportunities that are provided. (Parents only want to participate in some activities)

Behavior incidents have declined significantly overall. Liberty Groves commitment to PBIS and common language contribute to this change.

Teacher retention is high and teachers feel like they are supported and improving in their craft.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Students perceive less engagement with their learning environment than in years' past, and they don't feel ownership towards their own learning or success.	Lack of understanding and student buy-in to the learning process
2 ★ Deeper analysis of behavior incidents should occur, including who is sent to the office and how the student then reflects on their behavior to make changes	Lack of clear understanding of where incidents are happening and what is causing them
3 Teachers have difficulty managing some behaviors in the classroom- specifically with African American students.	Lack of staff knowledge of behavior management and restorative practices as well as culturally responsiveness.
4 While our student body reflects rich diversity of backgrounds and experiences, our current staff does not yet fully represent this diversity. Increasing staff diversity is essential to providing students with relatable role models, fostering inclusive perspectives and ensure that our educational environment reflects the community we serve.	Limited access to pipelines- There may be insufficient pathways for individuals from diverse backgrounds to enter the teacher profession or school district, Recruitment challenges- A lack of targeted outreach or recruitment efforts in diverse communities could result in a homogeneous applicant pool.
5 ★ Our school has faced ongoing challenges with students attendance, which impacts academic achievement and overall student engagement. Addressing /Prioritizing this need is essential to ensuring consistent learning opportunities and supporting the long-term success of all students.	Socio-economic challenges- create difficulties for families to ensure regular attendance. Health related issues- Physical and mental health problems, especially when healthcare is limited and can lead to frequent absences. Prioritization of schooling in the home

6



There is a need to further develop students' self-regulation and social-emotional skills in order to reduce repeated behaviors across settings.

Many students have not yet developed consistent self-regulation, coping, and conflict-resolution skills. Additionally, there is a need for more structured, campus-wide social-emotional learning supports and consistent reinforcement strategies to help students manage behavior effectively across all environments.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our school has faced ongoing challenges with students attendance, which impacts academic achievement and overall student engagement. Addressing /Prioritizing this need is essential to ensuring consistent learning opportunities and supporting the long-term success of all students.

Socio-economic challenges- create difficulties for families to ensure regular attendance. Health related issues- Physical and mental health problems, especially when healthcare is limited and can lead to frequent absences. Prioritization of schooling in the home

2
★

Students are not consistently demonstrating growth across performance levels, with both struggling and advanced students lacking appropriate support to increase achievement.

Limited access to targeted intervention and enrichment resources, inconsistent differentiation within Tier 1 instruction, and a lack of student ownership and accountability for their learning progress.

3
★

Tier 3 students are supported primarily through in-class teacher interventions rather than consistent pull-out or structured intervention services, which limits access to highly individualized support for addressing significant academic and behavioral needs.

Limited staffing, intervention time, and access to specialized resources make it difficult to consistently provide individualized Tier 3 support that is fully aligned to each student's specific academic and behavioral needs.

4
★

There is a need to further develop students' self-regulation and social-emotional skills in order to reduce repeated behaviors across settings.

Many students have not yet developed consistent self-regulation, coping, and conflict-resolution skills. Additionally, there is a need for more structured, campus-wide social-emotional learning supports and consistent reinforcement strategies to help students manage behavior effectively across all environments.

5
★

Develop a more systematic approach to aligning instructional practices across grade levels. There is limited mention of vertical alignment to ensure continuity in instructional strategies and expectations from grade to grade.

While weekly PLCs and data reviews are strong and consistent, there is limited dedicated time and structured protocols for vertical collaboration across grade levels. As a result, gaps in student readiness and instructional continuity may persist between grade levels.

6
★

Students perceive less engagement with their learning environment than in years' past, and they don't feel ownership towards their own learning or success.

Lack of understanding and student buy-in to the learning process

7
★

Deeper analysis of behavior incidents should occur, including who is sent to the office and how the student then reflects on their behavior to make changes

Lack of clear understanding of where incidents are happening and what is causing them

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results

- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback

- ☒ **Teacher/Student Ratio**
- ☒ **State certified and high quality staff data**
- ☒ **Campus leadership data**
- ☒ **Campus department and/or faculty meeting discussions and data**
- ☒ **Professional development needs assessment data**
- ☒ **Evaluation(s) of professional development implementation and impact**
- ☒ **Equity data**

Parent/Community Data

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

Support Systems and Other Data

- ☒ **Processes and procedures for teaching and learning, including program implementation**
- ☒ **Communications data**
- ☒ **Capacity and resources data**
- ☒ **Budgets/entitlements and expenditures data**



Goals

Goal 1

Increase the percentage of students achieving Early, Mid, and Above Grade-Level performance on 1st grade Math i-Ready diagnostic from 61% at BOY 2026 to 75% at EOY 2027.

Performance Objective 1 High Priority HB3 Goal

Foundations

Evaluation Data Source: spring administration testing data file, iReady data, daily exit tickets

Strategy 1

Grade level teachers will meet during PLC and after school Professional Development throughout the school year to plan, rehearse and prepare lessons using HQIM- Eureka and follow lesson structures of the curriculum to provide rigorous lesson assignments and create action plans for reteach and a well-rounded education with the integration of gradual release and aggressive monitoring. Teachers will plan on Tuesday afternoons, once a month to establish the plans for high leverage lessons for the upcoming month and meet in weekly Wednesday PLC meetings to rehearse plans for upcoming lessons and review data points and plan reteach lessons. This planning will include review on the target standard and student demonstration of learning as well as looking at how the standard vertically aligns to upcoming learning as well as previous learning.

Strategy's Expected Result/Impact: improved math proficiency on EOY iReady Math Assessment data, reflecting effective use of HQIM and Curriculum Based assessment data to inform instruction

Staff Responsible for Monitoring: EDLs, Teaching and Learning, MLP, Specialized Support, Student Services, Teachers, admin., ST, grade level teachers

Problem Statements: Student Learning 1, 8, 10 - School Processes & Programs 3, 6 - Perceptions 1

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

June

Strategy 2

Teachers will utilize strategic timing, data review and planning for small group instruction in order to fill gaps with small group instruction and personalized learning strategies for Math. Teachers will be using district resources as well as online software (iReady) that promotes higher levels of engagement and implementation of personalized learning. During Wednesday PLCs, Teachers will be reviewing high leverage data points and determining the course for reteach of the skill.

Strategy's Expected Result/Impact: Decrease student learning gaps in Math. Increase individual student reading performance

Staff Responsible for Monitoring: Admin., ST, classroom teacher

Problem Statements: Student Learning 1, 8, 9, 10 - School Processes & Programs 1, 3, 6 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 3

Teachers, Substitutes and support staff will implement small group Math groups and stations across grade levels to reteach low performing objectives, utilize high leverage strategies as needed to make connection and support individual students needs during Math instructional block, small group and after school tutoring. (focusing on specific sub-populations to analyze areas of concern and address gaps)

Strategy's Expected Result/Impact: student achievement of math objectives

Staff Responsible for Monitoring: Administration, ST, Classroom Teachers

Problem Statements: Student Learning 1, 8 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 4

All grade level teachers will use research based strategies, Lead4ward strategies and higher level thinking skills/extension materials (HQIM) to help close the achievement gap and increase student performance.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: Admin, ST, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 5

K-2nd grade teachers will use progress trackers to monitor student growth and develop intervention plans based on collected data.

Strategy's Expected Result/Impact: student achievement increase in Math

Staff Responsible for Monitoring: Admin, ST, Classroom Teachers, SPED Teachers

Problem Statements: Student Learning 1, 10 - School Processes & Programs 6 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 6

Teachers will facilitate Parent and Family Nights in order to engage in math problem solving, fact fluency and strategic thinking instructional strategies, math problem solving and early numeral literacy.

Strategy's Expected Result/Impact: Improve STAAR and IReady performance

Staff Responsible for Monitoring: Admin, classroom teachers, ST

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

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not consistently demonstrating growth across performance levels, with both struggling and advanced students lacking appropriate support to increase achievement.	Limited access to targeted intervention and enrichment resources, inconsistent differentiation within Tier 1 instruction, and a lack of student ownership and accountability for their learning progress.
8	Develop a more systematic approach to aligning instructional practices across grade levels. There is limited mention of vertical alignment to ensure continuity in instructional strategies and expectations from grade to grade.	While weekly PLCs and data reviews are strong and consistent, there is limited dedicated time and structured protocols for vertical collaboration across grade levels. As a result, gaps in student readiness and instructional continuity may persist between grade levels.
9	Tier 3 students are supported primarily through in-class teacher interventions rather than consistent pull-out or structured intervention services, which limits access to highly individualized support for addressing significant academic and behavioral needs.	Limited staffing, intervention time, and access to specialized resources make it difficult to consistently provide individualized Tier 3 support that is fully aligned to each student's specific academic and behavioral needs.
10	Students perceive less engagement with their learning environment than in years' past, and they don't feel ownership towards their own learning or success.	Lack of understanding and student buy-in to the learning process

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 3 students are supported primarily through in-class teacher interventions rather than consistent pull-out or structured intervention services, which limits access to highly individualized support for addressing significant academic and behavioral needs.	Limited staffing, intervention time, and access to specialized resources make it difficult to consistently provide individualized Tier 3 support that is fully aligned to each student's specific academic and behavioral needs.

3

Develop a more systematic approach to aligning instructional practices across grade levels.
There is limited mention of vertical alignment to ensure continuity in instructional strategies and expectations from grade to grade.

While weekly PLCs and data reviews are strong and consistent, there is limited dedicated time and structured protocols for vertical collaboration across grade levels. As a result, gaps in student readiness and instructional continuity may persist between grade levels.

6

Students perceive less engagement with their learning environment than in years' past, and they don't feel ownership towards their own learning or success.

Lack of understanding and student buy-in to the learning process

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Students perceive less engagement with their learning environment than in years' past, and they don't feel ownership towards their own learning or success.

Lack of understanding and student buy-in to the learning process

Goal 2

Increase the percentage of students achieving Early, Mid, and Above Grade-Level performance on 1st grade Reading i-Ready diagnostic from 56% at BOY 2026 to 75% at EOY 2027.

Performance Objective 1 High Priority

Foundations

Evaluation Data Source: spring administration testing data file iReady data, daily exit tickets

Strategy 1

Grade level teachers will meet during PLC and after school Professional Development throughout the school year to plan, rehearse and prepare lessons using HQIM- IReady Foundations and follow lesson structures of the curriculum to provide rigorous lesson assignments and create action plans for reteach and a well-rounded education with the integration of gradual release and aggressive monitoring to include reading, spelling, grammar and writing. Teachers will plan on Tuesday afternoons, once a month to establish the plans for high leverage lessons for the upcoming month and meet in weekly Wednesday PLC meetings to rehearse plans for upcoming lessons and review data points and plan reteach lessons. This planning will include review on the target standard and student demonstration of learning as well as looking at how the standard vertically aligns to upcoming learning as well as previous learning.

Strategy's Expected Result/Impact: improved literacy proficiency in iReady EOY data reflecting effective use of HQIM and Curriculum Based assessment data to inform instruction

Staff Responsible for Monitoring: EDLs, Teaching and Learning, MLP, Specialized Support, Student Services, Teachers, admin., ST, grade level teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 2

Teachers will utilize data review, strategic timing and planning for small group instruction in order to fill gaps with small group instruction and personalized learning strategies for reading. Teachers will be using district resources as well as online software (iReady) that promotes higher levels of engagement and implementation of personalized learning.

Strategy's Expected Result/Impact: Decrease student learning gaps in reading. Increase individual student reading performance

Staff Responsible for Monitoring: Admin., ST, classroom teacher

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 3

Teachers, Substitutes and support staff will implement small group Reading groups and stations across grade levels to reteach low performing objectives, utilize high leverage strategies as needed to make connection and support individual students needs during Reading instructional block, small group and after school tutoring. (focusing on specific sub-populations to analyze areas of concern and address gaps)

Strategy's Expected Result/Impact: student achievement of Meets Grade Level at 60% mastery

Staff Responsible for Monitoring: Administration, ST, Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November

February

April

June

Strategy 4

All grade level teachers will use research based reading strategies, Lead4ward strategies and higher level thinking skills/extension materials (HQIM) to help close the achievement gap and increase student performance.

Strategy's Expected Result/Impact: student achievement of Meets Grade Level at 60% mastery

Staff Responsible for Monitoring: Admin, ST, grade level teachers, Interventionist, SPED teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 5

K-2nd grade teachers will use progress trackers to monitor student growth and develop intervention plans based on collected data.

Strategy's Expected Result/Impact: student achievement increase in Reading

Staff Responsible for Monitoring: Admin, ST, Classroom teachers, SPED teachers

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

November

February

April

June

Strategy 6

Teachers will facilitate Parent and Family Nights in order to engage in a read-aloud, small group reading comprehension instructional strategies, and literacy.

Strategy's Expected Result/Impact: Increased parent involvement at all school sponsored events. Parents will attend a minimum of 2 events per semester.

Staff Responsible for Monitoring: Admin, LG Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Goal 3

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR from 24% to 55% (2026-2027 target).

Performance Objective 1 High Priority HB3 Goal

Foundations

Evaluation Data Source: STAAR Spring administration testing data file (accountability subset), CBAs, iReady data, STAAR data

Strategy 1

Grade level teachers will meet during PLC and after school Professional Development throughout the school year to plan, rehearse and prepare lessons using HQIM- Eureka and follow lesson structures of the curriculum to provide rigorous lesson assignments and create action plans for reteach and a well-rounded education with the integration of gradual release and aggressive monitoring. Teachers will plan on Tuesday afternoons, once a month to establish the plans for high leverage lessons for the upcoming month and meet in weekly Wednesday PLC meetings to rehearse plans for upcoming lessons and review data points and plan reteach lessons. This planning will include review on the target standard and student demonstration of learning as well as looking at how the standard vertically aligns to upcoming learning as well as previous learning.

Strategy's Expected Result/Impact: improved literacy proficiency, at Meets Grade Level and Above, in third grade STAAR results, reflecting effective use of HQIM and Curriculum Based assessment data to inform instruction

Staff Responsible for Monitoring: EDLs, Teaching and Learning, MLP, Specialized Support, Student Services, Teachers, admin., ST, grade level teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 2

Teachers will utilize data review, strategic timing and planning for small group instruction in order to fill gaps with small group instruction and personalized learning strategies for Math. Teachers will be using district resources as well as online software (iReady) that promotes higher levels of engagement and implementation of personalized learning.

Strategy's Expected Result/Impact: Decrease student learning gaps in math. Increase individual student reading performance

Staff Responsible for Monitoring: Admin., ST, classroom teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 3

Teachers, Substitutes and Support Staff will implement small group Math groups and stations across grade levels to reteach low performing objectives, utilize high leverage strategies as needed to make connection and support individual students needs during Math instructional block, small group and after school tutoring. (focusing on specific sub-populations to analyze areas of concern and address gaps)

Strategy's Expected Result/Impact: student achievement of Meets Grade Level at 60% Mastery

Staff Responsible for Monitoring: Administration, ST, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 4

All grade level teachers will use research based math strategies, Lead4ward strategies and higher level thinking skills/extension materials (HQIM) to help close the achievement gap and increase student performance.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: Admin, ST, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 5

3rd-5th grade teachers will use progress trackers to monitor student growth and develop intervention plans based on collected data.

Strategy's Expected Result/Impact: student achievement increase in Math meets 60% and 40% masters for STAAR results

Staff Responsible for Monitoring: Admin, ST, Classroom Teachers, SPED Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 6

Teachers will facilitate Parent and Family Nights in order to engage in math problem solving, fact fluency and strategic thinking instructional strategies, math problem solving and early numeral literacy.

Strategy's Expected Result/Impact: Improve STAAR and IReady performance

Staff Responsible for Monitoring: Admin, classroom teachers, ST

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

Formative Reviews

November

February

April

June

Goal 4

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams from 20% to 50% (2026-2027 target).

Performance Objective 1 High Priority

Foundations

Evaluation Data Source: STAAR spring administration testing data file (accountability subset), CBAs, iReady data, STAAR data

Strategy 1

Grade level teachers will meet during PLC and after school Professional Development throughout the school year to plan, rehearse and prepare lessons using HQIM- Amplify/iReady Foundations and follow lesson structures of the curriculum to provide rigorous lesson assignments and create action plans for reteach and a well-rounded education with the integration of gradual release and aggressive monitoring to include reading, spelling, grammar and writing. Teachers will plan on Tuesday afternoons, once a month and meet in weekly Wednesday PLC meetings. This planning will include review on the target standard and student demonstration of learning as well as looking at how the standard vertically aligns to upcoming learning as well as previous learning. Teachers will plan on Tuesday afternoons, once a month to establish the plans for high leverage lessons for the upcoming month and meet in weekly Wednesday PLC meetings to rehearse plans for upcoming lessons and review data points and plan reteach lessons. This planning will include review on the target standard and student demonstration of learning as well as looking at how the standard vertically aligns to upcoming learning as well as previous learning.

Strategy's Expected Result/Impact: improved literacy proficiency, at Meets Grade Level and Above, in third, fourth and fifth grade STAAR results, reflecting effective use of HQIM and Curriculum Based assessment data to inform instruction

Staff Responsible for Monitoring: EDLs, Teaching and Learning, MLP, Specialized Support, Student Services, Teachers, admin., IST, grade level teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 2

Teachers will utilize data review, strategic timing and planning for small group instruction in order to fill gaps with small group instruction and personalized learning strategies for reading. Teachers will be using district resources as well as online software (iReady) that promotes higher levels of engagement and implementation of personalized learning.

Strategy's Expected Result/Impact: Decrease student learning gaps in reading. Increase individual student reading performance

Staff Responsible for Monitoring: Admin., ST, classroom teacher

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 3

Teachers, Substitutes and support staff will implement small group Reading groups and stations across grade levels to reteach low performing objectives, utilize high leverage strategies as needed to make connection and support individual students needs during Reading instructional block, small group and after school tutoring. (focusing on specific sub-populations to analyze areas of concern and address gaps)

Strategy's Expected Result/Impact: student achievement of Meets Grade Level at 60% mastery

Staff Responsible for Monitoring: Administration, ST, Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November

February

April

June

Strategy 4

All grade level teachers will use research based reading strategies, Lead4ward strategies and higher level thinking skills/extension materials (HQIM) to help close the achievement gap and increase student performance.

Strategy's Expected Result/Impact: student achievement of Meets Grade Level at 60% mastery

Staff Responsible for Monitoring: Admin, ST, grade level teachers, Interventionist, SPED teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 5

3rd-5th grade teachers will use progress trackers to monitor student growth and develop intervention plans based on collected data.

Strategy's Expected Result/Impact: student achievement increase in Reading meets (60%) and masters (40%) STAAR results

Staff Responsible for Monitoring: Admin, ST, Classroom teachers, SPED teachers

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

November

February

April

June

Strategy 6

Teachers will facilitate Parent and Family Nights in order to engage in a read-aloud, small group reading comprehension instructional strategies, and literacy.

Strategy's Expected Result/Impact: Increased parent involvement at all school sponsored events. Parents will attend a minimum of 2 events per semester.

Staff Responsible for Monitoring: Admin, LG Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Goal 5

By the end of the 2026-2027 school year, the school will improve overall climate and culture by increasing parent engagement, as measured by at least 30% of parents participating in a minimum of two school activities--an increase from 20% participation in the previous year.

Performance Objective 1 High Priority HB3 Goal

Excellence Performance

Evaluation Data Source: Parent, Staff and Student Surveys

Strategy 1

Teachers will communicate with parents using student folders, class dojo, school wide newsletter and grade level newsletter.

Strategy's Expected Result/Impact: Improved Parental Engagement and Involvement. Parents are more informed about what is going on to make an effort to be a part of it.

Staff Responsible for Monitoring: Admin, classroom teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 2

Parent training and involvement will be provided on how to help their children be successful at school through the use of supplemental materials.

Strategy's Expected Result/Impact: Improved parental participation in activities to increase academic performance

Staff Responsible for Monitoring: Admin, ST, classroom teachers

Funding Sources: materials for parents to support learning 6300 Parent Involvement. Supplies T1, \$2,323

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 3

Develop jointly with, and distribute to parents, a written PFE and parent compact policy that describes how the school will inform parents of the school's participation in the Title 1, part A program, and strategies that the school will use to build the capacity of parents to support their child's academic goals. To meet the needs of the diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Annual Title 1 parent conference will be held in August where 100% of families will have the opportunity to review and provide feedback on the school-parent compact.

Strategy's Expected Result/Impact: Parents understand what the expectation of the school is so that they are able to support their child in the best way possible.

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

February

April

June

Strategy 4

Transition activities will be provided to incoming PREK/K and outgoing 5th graders. Support school readiness for incoming PREK/K through school transition meeting for families of incoming students where information about PREK/K readiness will be reviewed. K-4 students will participate in a "move up day" in May to meet the teachers in the upcoming grade and familiarize themselves with the expectations. 5th graders will attend middle school recruitment activities and planning in the Spring of 5th grade where information on graduation plans, and college/ career readiness will be reviewed

Strategy's Expected Result/Impact: Students and parents are equipped to make a successful transition and feel confident in their child going to the next grade.

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

February

April

June

Strategy 5

Complete parent conferences, Back to School Bash and Parent Information/Title 1 Night.

Strategy's Expected Result/Impact: Parents have an opportunity to meet the teacher and visit the school prior to the first day. Parents are able to establish a connection with the school.

Staff Responsible for Monitoring: Admin, counselor, classroom teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

February

April

June

Strategy 6

Build a community utilizing the PTA to build connections between teachers, school staff, students, neighbors and the wider community to support students. Through events, programs, fundraising and community outreach efforts, the PTA will create ties to the school in fun, engaging and innovative ways.

Strategy's Expected Result/Impact: Improved parental and community involvement through PTA activities and offerings.

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

February

April

June

Goal 6

By the end of the 2026-2027 school year, teacher absences will decrease from 37% to 30% and student attendance will increase from 94% to 96%.

Performance Objective 1 High Priority HB3 Goal

Excellence Performance

Evaluation Data Source: Staff and Student Attendance Information

Strategy 1

Campus and PBIS teams will develop incentives (individual, classroom, grade level) for improvements of attendance throughout the school year.

Strategy's Expected Result/Impact: improved attendance

Staff Responsible for Monitoring: office staff, admin, teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 2

Teachers and staff will follow increased levels of parent communication for reoccurring attendance issues.

Strategy's Expected Result/Impact: Increase student attendance

Staff Responsible for Monitoring: office staff, admin, teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Goal 7

By the end of the 2026-2027 school year, there will be an increase from 70% to 85% of teachers appraised under T-TESS will achieve a rating of "Proficient" or higher in Domain 3 (Learning Environment), as evidenced by effective student management and implementation of appropriate PBIS strategies.

Performance Objective 1 High Priority HB3 Goal

Excellence Performance

Evaluation Data Source: Review 360 data, edugence data, IReady, STAAR data

Strategy 1

Teachers will use school wide Positive Behavior Intervention Strategies with a focus on using frequent, purposeful, and positive feedback. and the use of GATOR PUNCH CARD incentives, Gator Gathering Reward Ceremonies and recognizing Gators of the Week. We will implement culturally responsive training to include Character Education supports and improve the relationships between teacher to students and student to student so that students are mentally and emotionally ready to learn.

Strategy's Expected Result/Impact: Establish Tier 1 expectations, A decrease in exclusionary consequences, increase in school culture

Staff Responsible for Monitoring: Administrators & counselor, all staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 2

Teachers will have a planned and scheduled Character Education time that will be on the master schedule and implemented daily. Teachers will provide a cool-down spot in their classrooms as well as a school-wide reset room option for an area to deescalate.

Strategy's Expected Result/Impact: A decrease in exclusionary consequences, improved classroom culture

Staff Responsible for Monitoring: Admin, counselor, other support staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 3

Discipline data will be analyzed by staff monthly in staff meetings and with the PBIS/CIT team to recommend next steps for students in need of behavioral interventions discussed while teachers implement PBIS and CHAMPS structures and expectations to promote safe and positive student behavior and academic readiness. Analyzation and application of learned management in trainings on how to respond to various behavior incidents.

Strategy's Expected Result/Impact: decrease classroom incidents, improvement in campus culture

Staff Responsible for Monitoring: Admin, PBIS committee

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 4

Use of strategic hiring to ensure that teacher demographics reflect that of the needs on the campus in order to maintain a continued level of diversity and inclusivity on the campus as well as more enhanced training in order to manage behavior incidents.

Strategy's Expected Result/Impact: Increased understanding and inclusivity of students campus wide, increase in student achievement

Staff Responsible for Monitoring: all staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November

February

April

June

Strategy 5

Create a positive building culture with coaching and support in order to retain well trained staff campus wide through the use of weekly shout outs, Rowlett Teacher of the Month recognition, and monthly climate and culture activities for staff to participate in.

Strategy's Expected Result/Impact: Improved campus culture and retention of staff

Staff Responsible for Monitoring: Leadership taem

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

NovemberFebruaryAprilJune

Strategy 6

Initiate coaching cycles (pre-conference, observation, post-conference) for all teachers to provide targeted support based on walkthrough data to provide teacher support and growth.

Strategy's Expected Result/Impact: Increased teacher and student performance

Staff Responsible for Monitoring: IST, Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberFebruaryAprilJune

Goal 8

Increase the percentage of Emergent Bilingual students meeting progress in Achieving English Language Proficiency on TELPAS from 35% to 40% (2026-2027 target).

Performance Objective 1 High Priority HB3 Goal

Foundation Performance

Evaluation Data Source: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Targeted Support Strategy

Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to EL's proficiency levels), and systematic (scaffolding instruction to meet progress) in developing English language skills.

Strategy's Expected Result/Impact: Increase in iReady scores, increase in STAAR scores, increase in TELPAS scores, Sheltered Instructional strategies should be evident in the lesson plans and classroom instruction

Staff Responsible for Monitoring: Admin., ELST, ST

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

February

April

June

Strategy 2

EB students in need of intervention will receive personalized small group instruction to build background knowledge, vocabulary, and comprehension.

Strategy's Expected Result/Impact: increased student achievement on MAP scores, Mclass scores, STAAR scores, TELPAS scores

Staff Responsible for Monitoring: Admin, ELST, ST, Interventionist, classroom teacher, EB para

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 3

Teachers will provide students with targeted language acquisition instruction to ensure EB students demonstrate one year's growth in their language development while incorporating increased peer to peer interactions, sentence stems, and required full sentence responses into instruction weekly and practicing for TELPAS using headsets with microphones.

Strategy's Expected Result/Impact: increased student achievement on TELPAS, STAAR Reading, STAAR Math

Staff Responsible for Monitoring: Admin, ST, Interventionist, classroom teacher, EB Para

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 4

Provide Parent Engagement programs for EB parents to ensure that families understand TELPAS learning standards and progress measure

Strategy's Expected Result/Impact: increased student achievement on TELPAS, STAAR Reading, STAAR Math

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

February

April

June

Strategy 5

Administrators and teachers will ensure that each EB student is provided with linguistic and instructional accommodations as determined by the LPAC committee

Strategy's Expected Result/Impact: increased student achievement on TELPAS, STAAR Reading, STAAR Math

Staff Responsible for Monitoring: Admin, ST, classroom teachers

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

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

Formative Reviews

November	February	April	June
----------	----------	-------	------

Goal 9

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Reading Language Arts STAAR from 32% to 38% (2026-2027 target).

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Math STAAR from 21% to 30% (2026-2027 target).

Performance Objective 1

Foundations

Strategy 1

Strengthen collaboration between general education teachers and special education staff through collaborative PLCS, data meetings, planning meetings and staffing to ensure specially designed instruction, accommodations and modifications are consistently implemented in the general education setting

Strategy's Expected Result/Impact: Increased access to grade level instruction through consistent implementation of specially designed instruction, resulting improved reading and math growth for students receiving special education services

Staff Responsible for Monitoring: Principal, Assistant Principal, IST, Special Education Teacher, Diagnostician

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

February

April

June

Strategy 2

Provide specially designed reading and math instruction aligned to students' IEP goals using evidence-based instructional practices, targeted interventions, and progress monitoring to accelerate student growth.

Strategy's Expected Result/Impact: Increased reading and math achievement through individualised instruction aligned to each student's identified needs.

Staff Responsible for Monitoring: Special Education Teacher, Principal, Assistant Principal

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 3

Monitor student progress through ongoing analysis of IEP progress reports, curriculum-based measures, classroom assessments, and district assessment data to adjust instruction and interventions in a timely manner.

Strategy's Expected Result/Impact: Improved instructional decision making through continuous progress monitoring, resulting in increased student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, IST, Special Education Teacher, Diagnostician

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

February

April

June

Strategy 4

Provide professional learning and instructional coaching to general and special education teachers on effective inclusive practices, implementation of accommodations, specially designed instruction and evidence based interventions.

Strategy's Expected Result/Impact: Increased teacher capacity to effectively meet the diverse learning needs of students receiving special education services.

Staff Responsible for Monitoring: Principal, Assistant Principal, IST, Special Education Teacher, Diagnostician

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

NovemberFebruaryAprilJune

Strategy 5

Partner with families to communicate student progress toward IEP goals, provide resources to support educational development at home and encourage participation in the educational planning process.

Strategy's Expected Result/Impact: Increased family engagement and collaboration, resulting in stronger support for student learning and improved outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Teacher,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

Goal 10

Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 34% in 2025 to 50% by 2026.

Performance Objective 1 **High Priority** **HB3 Goal**

Foundations

Evaluation Data Source: CBA, STAAR data

Strategy 1

Teachers will teach academic vocabulary in context through visuals, and application that includes discussion, writing, and illustrating.

Strategy's Expected Result/Impact: Increase student performance on science to Meets at 50% mastery

Staff Responsible for Monitoring: Admin., ST

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

Formative Reviews

November February April June

Strategy 2

Teachers will implement the required daily schedule of science and utilize the McGraw Hill curriculum and the 5E model in conjunction with research based strategies.

Strategy's Expected Result/Impact: Improved Science instruction and performance to 50% meets grade level

Staff Responsible for Monitoring: Admin, grade level teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Strategy 3

Teachers will use common assessments (district and campus) and monitor progress through data meetings to drive instructional planning, small groups, reteach and interventions.

Strategy's Expected Result/Impact: increase of student achievement by aligning teacher created exemplars with student work

Staff Responsible for Monitoring: Admin, grade level teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

April

June

Strategy 4

All grade levels will use hands-on learning science activities and investigations to support student academic growth for a minimum of K/1: 80%, 2/3: 60%, 4/5: 50% of science instructional time

Strategy's Expected Result/Impact: Increase student understanding and real life experiences

Staff Responsible for Monitoring: Admin, grade level teachers

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

February

April

June



Goal Tables

Targeted Support Strategies

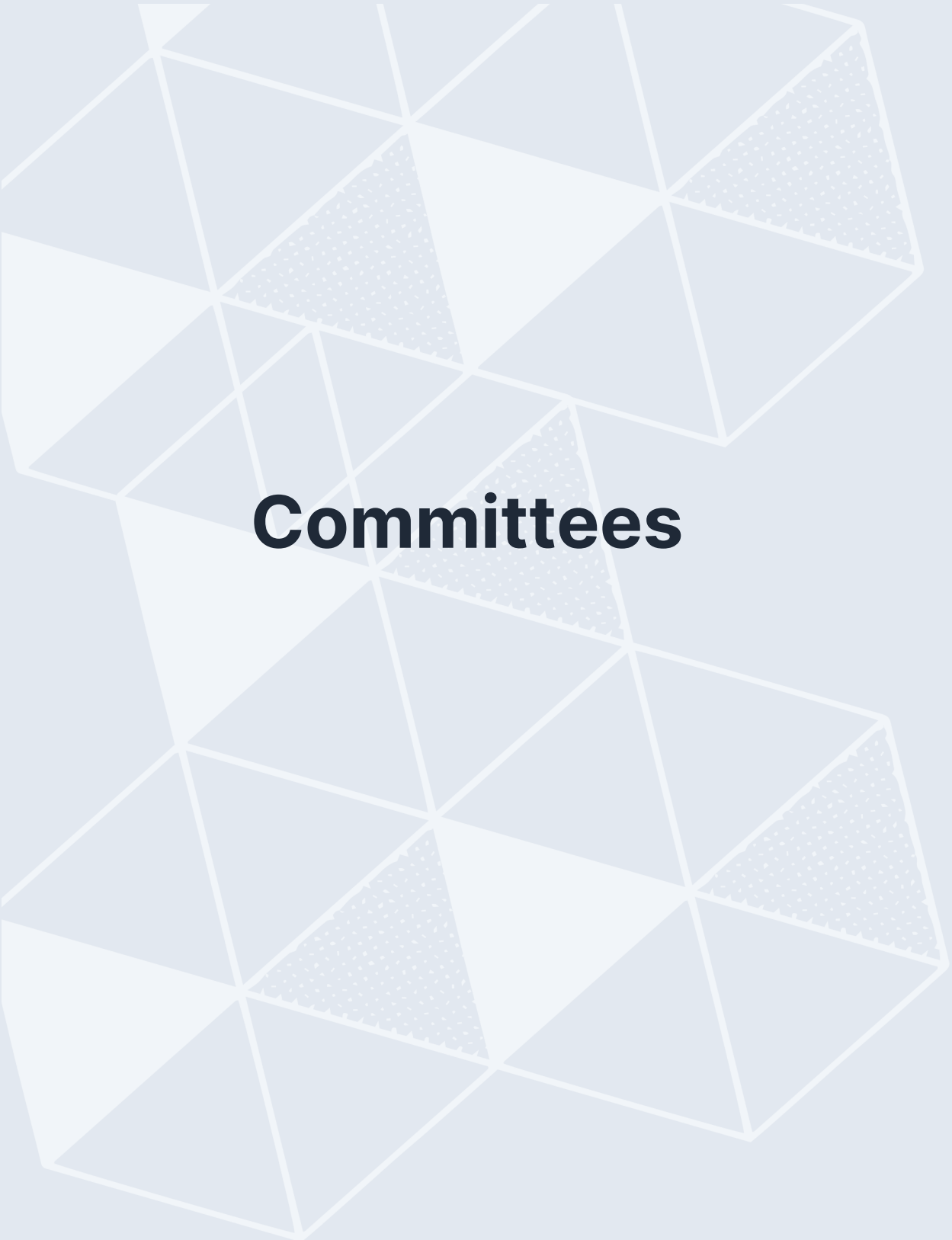
Goal	Performance Objective	Strategy	Description
8	1	1	Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to EL's proficiency levels), and systematic (scaffolding instruction to meet progress) in developing English language skills.



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Schleef, Jennifer Lynn Purvis	Teacher Intervention Specialist	Title I, Part A	1



Committees

Committees

26-27 Campus Improvement Team

Members

First Name	Last Name	Position	Committee Role
Daniel	Geiger	SPED Teacher	Teacher
Candace	Brayden	Counseling	Business Rep
Holly	Bandel	FUMC Sachse	Business Rep
John	McCay	GISD ASO	Community Member
Jerry Ann	McCay	Retired	Community Member
Cheryl	Beard	District	District Leader
Melissa	Sims	Parent	Parent
Kara	Lampkin	Parent	Parent
Victoria	Winn	Teacher	Teacher
Cassandra	Evans	Teacher	Teacher
Karlie	Hightower	ALE Aide	Paraprofessional
Krista	Dewberry	ALE Aide	Paraprofessional
Veronica	Johns	Support Teacher	Support Staff
Brittany	McCay	Counselor	Support Staff
Alicia	Marshall	A Principal	Leadership
Lauren	Jeffries	Principal	Leadership



Funding Summary

Funding Summary

6100 Parent Inv. Payroll T1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

6200 Contracted Services/Registration- Title I Fun

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

6300 Parent Involvement. Supplies T1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	materials for parents to support learning	--	\$2,323.00
Sub-Total					\$2,323.00
Budgeted Fund Source Amount					\$2,323.00
+/- Difference					\$0.00