

Belton Independent School District
High Point Elementary
2026-2027 Campus Improvement Plan



Mission Statement

To equip individuals to become lifelong learners and engaged citizens.

Vision

Inspiring Dreams. Empowering Futures.

Value Statement

As High Point Colts, we will...

Care for others,

Overcome obstacles,

Listen with an open heart,

Take risks when learning, and be

Safe, respectful, and responsible.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

High Point Elementary serves a total of 557 students across grades K–5, with enrollment relatively balanced across grade levels. The campus demographic profile reflects a diverse student population, with approximately 44–45% of students identified as economically disadvantaged and a small percentage (2.2%) identified as homeless. The student body is predominantly White (322 students), with representation from Hispanic-Latino (156 students), Black/African American (33 students), and other racial groups.

Student program data indicates significant instructional needs across multiple subgroups. The campus serves 145 students receiving Special Education services (approximately 26% of the population), including 51 students identified with a learning disability and 37 with speech impairments. Notably, the Highly Modified Resource setting has reached 16 students, which exceeds typical campus comparisons (generally fewer than 10 students), indicating an increased need for intensive, specialized support and staffing considerations.

Additionally, 44 students are identified with dyslexia, 62 participate in Gifted and Talented services, and 205 students are identified as At-Risk. The campus also serves 101 students receiving intervention services and 155 students identified as military-connected, highlighting the need for targeted academic and social-emotional supports.

Economic disadvantage impacts 244 students, with the majority qualifying for free or reduced meals. While emergent bilingual representation is relatively low (13 students), supports for language development remain important.

From August to April, the school has had over 415 discipline referrals, indicating a need for behavior support.

Overall, the campus demonstrates a high concentration of students requiring specialized academic interventions, particularly within Special Education and intervention programs. The elevated number of students in the Highly Modified Resource setting underscores the need for strategic planning around staffing, instructional delivery, and support systems to ensure all students can access grade-level curriculum and make meaningful academic progress.

Demographics Strengths

- **Strong attendance rate (95.37%)**
Indicates consistent student engagement and strong family commitment to school, supporting academic continuity and achievement.
- **Diverse student population**
The campus reflects racial and ethnic diversity, creating opportunities for inclusive practices, culturally responsive teaching, and peer learning experiences.
- **Manageable emergent bilingual population (13 students)**
Allows for targeted, individualized language support while maintaining strong access to grade-level instruction.
- **Robust Gifted and Talented program (62 students)**
Demonstrates a strong cohort of high-achieving students and opportunities for academic enrichment and advanced learning pathways.
- **Established systems for student support services**
The campus effectively identifies and serves students through Special Education (145 students), dyslexia services (44 students), and intervention programs (101 students), indicating strong structures for meeting diverse learning needs.
- **Military-connected student population (155 students)**
Presents opportunities to build strong community partnerships and implement supportive programs that foster resilience, leadership, and social-emotional growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: From August to April, the school has recorded over 415 discipline referrals, indicating a significant need to strengthen campus-wide behavior supports, improve consistency in behavior expectations, and reduce instructional disruptions to maximize student learning time.

Root Cause: A likely root cause is inconsistent implementation of campus behavior expectations and proactive classroom management strategies, resulting in unclear or uneven reinforcement of expected behaviors across settings. This inconsistency, combined with limited use of restorative and preventative behavior supports at the Tier 1 level, has contributed to an increased number of student referrals.

Problem Statement 2: The campus serves a high % of students receiving Special Education services (approximately 26% of enrollment), with an increased number of students requiring intensive supports, as evidenced by 16 students in the Highly Modified Resource setting. This indicates a need to strengthen inclusive practices, targeted interventions, and resource allocation to ensure access to grade level curriculum.

Root Cause: Inconsistent implementation of high-quality Tier 1 instruction and differentiation in the general education classroom may be leading to increased reliance on pull-out services and more restrictive instructional settings for students with disabilities.

Problem Statement 3 (Prioritized): A significant portion of the student population is identified as At-Risk (205 students) and receiving intervention services (101 students), suggesting a need to enhance Tier 1 instruction and Tier 2 supports to reduce the number of students requiring intensive academic intervention and improve overall student outcomes.

Root Cause: Limited use of consistent, data-driven differentiation within Tier 1 instruction, leading to unmet needs for students performing below grade level. Variability in implementation fidelity of Tier 2 interventions, which may reduce their effectiveness in closing learning gaps.

Student Learning

Student Learning Summary

Student learning data reflects a combination of areas of strong growth alongside ongoing challenges in consistency and overall performance across grade levels and student groups. The campus has demonstrated notable progress in specific areas, particularly in 3rd grade math, where the percentage of students not meeting expectations significantly decreased from 84% to 45% between the November and February benchmarks, with a corresponding increase in students meeting expectations. Additionally, both 3rd and 5th grade math performance on priority standards shows alignment with district expectations, with the majority of standards performing at or within close range of district percentages. Growth is also evident in reading, as 3rd grade students exceeded expected growth targets on STAR Reading assessments, and constructed response scores in upper grades were initially lower (better) than district averages. Special education student performance in math also showed improvement in 3rd and 5th grades over time.

Despite these gains, several areas of concern persist. A significant number of students in 4th and 5th grades have shown regression or stagnation compared to prior year STAAR performance, particularly in math. Overall student growth percentiles (SGP) in multiple grade levels fell below expected growth targets, indicating inconsistent academic progress. Performance on multi-step problems remains low across grade levels, suggesting gaps in higher-order thinking and problem-solving skills. In 4th grade math, all priority standards fell below district performance levels, highlighting a critical area for instructional focus.

Reading performance also presents mixed results, with economically disadvantaged students in some grade levels performing below district averages. In writing, 5th grade constructed response scores declined, with an increase in students receiving the lowest performance ratings. Science data shows a decline in 5th grade performance, with an increase in students not meeting expectations.

Additionally, special education student performance remains an area of concern, particularly in 4th grade math where little to no improvement was observed across benchmark periods. Systems for Tier 2 and Tier 3 intervention placement and decision-making lack consistency, impacting the effectiveness of targeted support. Furthermore, inconsistent student behavior is noted as a factor that negatively impacts the learning environment and academic progress.

Overall, while the campus is demonstrating pockets of strong growth and alignment with district expectations, there is a clear need to strengthen instructional consistency, improve student growth outcomes, refine intervention systems, and address achievement gaps across grade levels and student groups.

Student Learning Strengths

- Significant growth in 3rd grade math, with “Did Not Meet” decreasing from 84% to 45% and “Meets” increasing from 2% to 16% between November and February benchmarks.
- Alignment with district performance on priority math standards in both 3rd and 5th grades, with the majority of standards performing at or within 4% of district levels.
- Strong student growth in 3rd grade reading, with Student Growth Percentile (SGP) exceeding 60, surpassing the goal of 50 (one year’s growth).
- Initial strength in constructed response (ECR) performance, with 3rd–5th grade students having lower percentages of zero scores compared to the district on the November benchmark.
- Improvement in special education student performance in math in both 3rd and 5th grades from November to February benchmarks.
- Positive performance among economically disadvantaged 4th grade students in reading, with a lower percentage not meeting expectations compared to the district.
- Evidence of effective instruction in specific classrooms, with two teachers achieving above 70 SGP at midyear.
- Targeted improvements across benchmark cycles, indicating that instructional adjustments and interventions are having an impact in some grade levels and content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student Growth Percentile (SGP) data indicates that multiple grade levels (2nd, 3rd, and 5th) are not consistently meeting expected growth targets, with evidence of regression or stagnation over time.

Root Cause: Limited alignment between instruction, assessment, and rigor of grade-level standards

Problem Statement 2 (Prioritized): A significant number of 4th and 5th grade students have regressed or remained stagnant compared to prior STAAR performance, and 4th grade math performance falls below district levels across all priority standards.

Root Cause: Lack of consistent, rigorous instruction aligned to multi-step and higher-order problem-solving Variability in teacher content knowledge and instructional delivery in math

Problem Statement 3 (Prioritized): Across grade levels, students demonstrate low mastery of multi-step problems and higher-order thinking tasks, impacting overall academic performance.

Root Cause: Instruction may emphasize procedural skills over conceptual understanding and problem-solving Inconsistent use of questioning strategies and academic discourse to deepen thinking

Problem Statement 4 (Prioritized): Certain student groups, including economically disadvantaged students and special education students (particularly in 4th grade math), continue to show high rates of not meeting expectations with limited growth over time.

Root Cause: Gaps in foundational skills that are not being effectively remediated through current systems

Problem Statement 5: While there are pockets of strong performance (e.g., teachers with high SGP), results are not consistent across all classrooms and grade levels.

Root Cause: Variability in teacher effectiveness and implementation of best practices

Problem Statement 6: Inconsistent student behavior is interfering with instructional time and limiting students' ability to fully engage in rigorous academic tasks.

Root Cause: Inconsistent implementation of behavior expectations and classroom management strategies

School Processes & Programs

School Processes & Programs Summary

The campus has established a variety of strong systems, programs, and collaborative structures to support instructional improvement, student behavior, and data-driven decision-making. Instructionally, the school provides robust support for teachers through New Teacher Spark Academy coaching with instructional coaches, differentiated professional development sessions led by both administrators and teachers, and ongoing coaching cycles that include collaborative classroom walks and individualized coaching. These efforts are further supported by Guiding Coalition work, classroom walkthroughs, and structured data processes such as grade-level data trackers, data digs, and individual data conferences with campus leadership.

The campus also maintains a strong focus on data-informed intervention and student progress monitoring through intervention plans, grade-level data systems, and structured collaboration time. Additionally, SEL and behavior systems are supported through staff training on behavior and trauma-informed practices, SEL fidelity checks (showing 93% positive implementation), and the use of behavior flow charts to guide consistent responses to student behavior. Leadership structures such as the Principal Advisory Team and Student Safety Committee further strengthen shared ownership of campus priorities.

In terms of behavior and school culture, the campus has implemented several proactive systems including a Code of Conduct presentation with 5th grade at the beginning of the year, grade-level meetings focused on common area expectations, and ongoing behavior-focused professional development. However, despite these systems, data trends indicate ongoing challenges that require attention. These include a high number of discipline referrals (with notable concerns in physical and verbal aggression), elevated bullying reports, and significant administrative time required for investigations and safety planning. Additional patterns show increased referrals in specific grade levels (notably 5th grade), higher referral rates on Wednesdays, and possible fluctuations in behavior related to the structure of the school week.

Other operational concerns include dismissal and transportation procedures, consistency in lesson plan accessibility and monitoring systems, and the need for a more consistent process to ensure instructional planning is reviewed and aligned. Attendance and special population trends also present an area for further analysis, particularly in relation to discipline and academic performance patterns.

Overall, while the campus demonstrates strong systems for professional learning, collaboration, and behavior support, there are ongoing needs related to consistency of implementation, data system integration, and addressing emerging behavioral and operational trends to further strengthen student outcomes and campus efficiency.

School Processes & Programs Strengths

- The campus provides strong instructional support systems, including New Teacher Spark Academy coaching, instructional coaching cycles, and collaborative classroom walks.
- There is a robust professional development structure, with differentiated PD sessions led by both administrators and teachers.
- The school demonstrates a strong commitment to collaboration and shared leadership through Guiding Coalition work, Principal Advisory Team, and Student Safety Committee.
- The campus uses data-driven decision-making practices, including grade-level data trackers, data digs, and individual student data conferences with leadership.
- There are established intervention systems and supports, including formal intervention plans and ongoing progress monitoring structures.
- The campus has implemented structured behavior and SEL systems, including behavior flow charts, SEL fidelity checks (93% positive implementation), and trauma-informed behavior training.
- There is a clear focus on student safety and behavior expectations, including Code of Conduct instruction, grade-level common area meetings, and ongoing behavior-related professional learning.
- The campus shows strong use of walkthroughs and coaching cycles to support instructional consistency and teacher growth.
- There is evidence of intentional monitoring of campus systems and climate, including SEL checks and leadership review structures.
- The school has multiple systems for analyzing and using student data, including grade-level collaboration time and leadership-led data conversations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus continues to experience a high number of discipline referrals, including physical aggression, verbal incidents, and bullying reports, which impact instructional time and school climate.

Root Cause: Limited proactive Tier 1 behavior instruction and reinforcement in some classrooms and common areas

Problem Statement 2 (Prioritized): Although the campus has strong data systems in place, there is variability in how consistently data is used to drive timely instructional and behavioral interventions.

Root Cause: Differences in staff capacity and consistency in analyzing and responding to data during team meetings.

Perceptions

Perceptions Summary

Overall, parent and family perceptions of the campus reflect several key strengths in school climate and engagement. Families consistently describe the campus as friendly, welcoming, and supportive, and they believe students are provided with equitable opportunities regardless of background or individual needs. The school offers a variety of family engagement opportunities throughout the year, including events such as Winter Wonderland, STEAM Night, March Madness, Field Day, and classroom celebrations, along with October parent conferences and a monthly campus-wide newsletter that helps maintain general communication with families.

Despite these strengths, feedback also indicates areas for improvement in communication, data transparency, and consistency of academic reporting. Families report a need for more specific, individualized communication regarding their child's academic strengths, areas for growth, and actionable ways to provide support at home. Current grade-level newsletters are perceived as too general and do not consistently provide targeted guidance for student improvement. In addition, concerns were noted about the accuracy and consistency of grades as reflections of student mastery, with instances where grades may not align clearly with demonstrated competency.

Overall, while families view the campus as welcoming and inclusive, there is a clear need to strengthen communication systems, improve the clarity and consistency of academic reporting, and provide more individualized, data-informed updates that help families better understand and support their child's academic, behavioral, and social-emotional growth.

Perceptions Strengths

- Parents perceive the campus as friendly, welcoming, and supportive, reflecting a positive school climate.
- Families believe the school provides equitable opportunities for students regardless of background or needs.
- The campus offers a variety of family engagement events, including Winter Wonderland, STEAM Night, March Madness, Field Day, and classroom celebrations.
- Parent conferences (October) provide structured opportunities for family-teacher communication.
- A monthly campus-wide newsletter is in place to support ongoing general communication with families.
- The school demonstrates a commitment to regular family engagement opportunities throughout the year.
- There is an established system for sharing campus information and updates through newsletters and events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families report that communication regarding student academic performance is not consistently specific or actionable, limiting their ability to support their child's learning at home.

Root Cause: Reliance on generalized grade-level newsletters rather than student-specific academic updates

Problem Statement 2: Families may not have a clear understanding of grade-level expectations or how to support student learning due to generalized or unclear instructional communication.

Root Cause: Grade-level newsletters lack specificity around standards and skill targets Limited translation of academic standards into family-friendly language and resources

Priority Problem Statements

Problem Statement 1: Families report that communication regarding student academic performance is not consistently specific or actionable, limiting their ability to support their child's learning at home.

Root Cause 1: Reliance on generalized grade-level newsletters rather than student-specific academic updates

Problem Statement 1 Areas: Perceptions

Problem Statement 2: A significant portion of the student population is identified as At-Risk (205 students) and receiving intervention services (101 students), suggesting a need to enhance Tier 1 instruction and Tier 2 supports to reduce the number of students requiring intensive academic intervention and improve overall student outcomes.

Root Cause 2: Limited use of consistent, data-driven differentiation within Tier 1 instruction, leading to unmet needs for students performing below grade level. Variability in implementation fidelity of Tier 2 interventions, which may reduce their effectiveness in closing learning gaps.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A significant number of 4th and 5th grade students have regressed or remained stagnant compared to prior STAAR performance, and 4th grade math performance falls below district levels across all priority standards.

Root Cause 3: Lack of consistent, rigorous instruction aligned to multi-step and higher-order problem-solving Variability in teacher content knowledge and instructional delivery in math

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Across grade levels, students demonstrate low mastery of multi-step problems and higher-order thinking tasks, impacting overall academic performance.

Root Cause 4: Instruction may emphasize procedural skills over conceptual understanding and problem-solving Inconsistent use of questioning strategies and academic discourse to deepen thinking

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Certain student groups, including economically disadvantaged students and special education students (particularly in 4th grade math), continue to show high rates of not meeting expectations with limited growth over time.

Root Cause 5: Gaps in foundational skills that are not being effectively remediated through current systems

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The campus continues to experience a high number of discipline referrals, including physical aggression, verbal incidents, and bullying reports, which impact instructional time and school climate.

Root Cause 6: Limited proactive Tier 1 behavior instruction and reinforcement in some classrooms and common areas

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Although the campus has strong data systems in place, there is variability in how consistently data is used to drive timely instructional and behavioral interventions.

Root Cause 7: Differences in staff capacity and consistency in analyzing and responding to data during team meetings.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices and high yield strategies

Goals

Goal 1: Priority 1: Students - Ensure exceptional learning experiences that bring our "Journey of a Graduate" to life for each and every student.

Performance Objective 1: Accelerate academic achievement by increasing the percentage of students who meet or exceed individual growth targets.

Destination 2031 Measure:

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 24% to 40% by June 2027.

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 20% to 40% by June 2027.

HB3 Goal

Evaluation Data Sources: Use collaborative team data to monitor progress toward campus and student learning goals, identify trends and gaps, and determine instructional responses, interventions, and extensions.

Assessment results will be analyzed collaboratively to measure mastery of essential standards, identify student learning gaps, and adjust instruction, interventions, and enrichment based on student needs.

Benchmark assessment data will be used to evaluate student progress toward state assessment expectations, identify standards and student groups requiring additional support, and guide instructional priorities and resource allocation.

Star Renaissance data will be monitored to measure student growth and achievement in reading and math, identify students requiring targeted intervention or enrichment, and evaluate the effectiveness of instructional and intervention practices over time.

Strategy 1 Details	Reviews			
Strategy 1: Refine the Professional Learning Communities process by using standardized protocols to ensure a focus on assessment for learning and evidence of student growth. Strategy's Expected Result/Impact: As a result, collaboration becomes more consistent across teams, instructional practices improve, and student growth is evident through increased proficiency on common assessments, benchmark assessments, and state assessments. At least 60% of 3rd through 5th graders will meet and 80% will approach on these assessments. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Leverage the use of High Quality Instructional Materials to guarantee rigorous, multi-tiered learning experiences that are responsive and timely to student needs. Strategy's Expected Result/Impact: As a result, students demonstrate increased engagement, stronger mastery of grade-level standards, accelerated academic growth, and improved performance on formative, benchmark, and state assessments. At least 60% of 3rd through 5th graders will meet and 80% will approach on these assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a campus-wide practice of student goal-setting in which students and teachers actively set, monitor, and reflect on their growth toward academic targets. Strategy's Expected Result/Impact: As a result, student motivation, self-efficacy, and achievement increase, leading to measurable academic growth and improved performance on classroom, benchmark, and state assessments. At least 60% of 3rd through 5th graders will meet and 80% will approach on these assessments. Staff Responsible for Monitoring: Principal, Assistant Principals Problem Statements: Student Learning 3, 4	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: A significant portion of the student population is identified as At-Risk (205 students) and receiving intervention services (101 students), suggesting a need to enhance Tier 1 instruction and Tier 2 supports to reduce the number of students requiring intensive academic intervention and improve overall student outcomes. Root Cause: Limited use of consistent, data-driven differentiation within Tier 1 instruction, leading to unmet needs for students performing below grade level. Variability in implementation fidelity of Tier 2 interventions, which may reduce their effectiveness in closing learning gaps.
Student Learning
Problem Statement 2: A significant number of 4th and 5th grade students have regressed or remained stagnant compared to prior STAAR performance, and 4th grade math performance falls below district levels across all priority standards. Root Cause: Lack of consistent, rigorous instruction aligned to multi-step and higher-order problem-solving. Variability in teacher content knowledge and instructional delivery in math.

Student Learning

Problem Statement 3: Across grade levels, students demonstrate low mastery of multi-step problems and higher-order thinking tasks, impacting overall academic performance. **Root Cause:** Instruction may emphasize procedural skills over conceptual understanding and problem-solving Inconsistent use of questioning strategies and academic discourse to deepen thinking

Problem Statement 4: Certain student groups, including economically disadvantaged students and special education students (particularly in 4th grade math), continue to show high rates of not meeting expectations with limited growth over time. **Root Cause:** Gaps in foundational skills that are not being effectively remediated through current systems

School Processes & Programs

Problem Statement 2: Although the campus has strong data systems in place, there is variability in how consistently data is used to drive timely instructional and behavioral interventions. **Root Cause:** Differences in staff capacity and consistency in analyzing and responding to data during team meetings.

Goal 1: Priority 1: Students - Ensure exceptional learning experiences that bring our "Journey of a Graduate" to life for each and every student.

Performance Objective 2: Increase the percentage of graduates who earn advanced credentials in college, career, or military readiness.

Destination 2031 Measure:

Increase the percentage of graduates who have earned an advanced degree, certificate or other postsecondary credential of value from ____ to ____ by 2031.
(Pending Finalized Data)

- Evaluation Data Sources:** STAAR Data: Monitor student achievement and growth in reading, math, and science to ensure students develop the foundational academic skills necessary for future postsecondary success.
- TELPAS Data: Monitor the academic language development and progress of Emergent Bilingual students to ensure language proficiency does not become a barrier to future college and career readiness.
- Student Intervention Data: Analyze MTSS data to monitor the effectiveness of supports provided to students who are not yet meeting academic expectations.
- Advanced Learning/Enrichment Participation Data: Monitor participation and performance in GT, advanced learning opportunities, STEM, UIL, and other enrichment experiences that develop critical thinking, problem-solving, creativity, and academic confidence.

Strategy 1 Details	Reviews			
Strategy 1: Expand the opportunities for Gifted and Talented students through the experiences provided by the Innovation Specialist. Strategy's Expected Result/Impact: Expand opportunities for innovation, creativity, and critical thinking that empower students to continue the path toward post-secondary success. At least 60% of 3rd through 5th graders will meet and 80% will approach on these assessments. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Implement a Math and Literacy intervention and acceleration model that increases the number of students that meet proficiency. Strategy's Expected Result/Impact: Establishes a strong academic foundation in K-5 that keeps all students on a clear, confident path toward post-secondary success. At least 60% of 3rd through 5th graders will meet and 80% will approach on these assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3		Formative			Summative
		Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: A significant portion of the student population is identified as At-Risk (205 students) and receiving intervention services (101 students), suggesting a need to enhance Tier 1 instruction and Tier 2 supports to reduce the number of students requiring intensive academic intervention and improve overall student outcomes. Root Cause: Limited use of consistent, data-driven differentiation within Tier 1 instruction, leading to unmet needs for students performing below grade level. Variability in implementation fidelity of Tier 2 interventions, which may reduce their effectiveness in closing learning gaps.
Student Learning
Problem Statement 2: A significant number of 4th and 5th grade students have regressed or remained stagnant compared to prior STAAR performance, and 4th grade math performance falls below district levels across all priority standards. Root Cause: Lack of consistent, rigorous instruction aligned to multi-step and higher-order problem-solving. Variability in teacher content knowledge and instructional delivery in math. Problem Statement 3: Across grade levels, students demonstrate low mastery of multi-step problems and higher-order thinking tasks, impacting overall academic performance. Root Cause: Instruction may emphasize procedural skills over conceptual understanding and problem-solving. Inconsistent use of questioning strategies and academic discourse to deepen thinking.

Goal 1: Priority 1: Students - Ensure exceptional learning experiences that bring our "Journey of a Graduate" to life for each and every student.

Performance Objective 3: Ensure safe and supportive learning environments to promote student well-being and academic success.

Destination 2031 Measure:

Increase the percentage of parents, students, and staff who report feeling safe from 86% to 90% by 2031.

Evaluation Data Sources: Survey Data: Collect stakeholder feedback regarding campus safety, communication, relationships, and the effectiveness of campus safety and support systems.

Attendance & Chronic Absenteeism Data: Monitor attendance patterns as an indicator of student engagement, connectedness, and overall well-being.

Counselor/MTSS Intervention Data: Track student referrals, interventions, and support needs to evaluate whether students are receiving appropriate social-emotional and behavioral supports.

Strategy 1 Details	Reviews			
Strategy 1: Implement a Multi-Tiered System of Support to strengthen school culture, classroom management, and timely responses to student needs. Strategy's Expected Result/Impact: By cultivating a positive school culture and strengthening classroom management, the campus drives higher engagement and improved student outcomes--measured by a 30% reduction in office referrals and continuous MTSS progress monitoring of student entry and exit numbers. Staff Responsible for Monitoring: Principal, Assistant Principals, MTSS Leads, Counselors ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Capturing Kids' Hearts with fidelity to strengthen positive relationships, build a safe and supportive school culture, and increase student engagement and success. Strategy's Expected Result/Impact: Students experience a stronger sense of belonging, increased engagement, and improved social-emotional skills, resulting in enhanced classroom climate, fewer behavioral incidents, increased attendance, and improved academic achievement. Office referrals will decrease by at least 30%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Maintain safety practices aligned to local, state, and federal requirements through training, audits, and action plans. Strategy's Expected Result/Impact: As a result, the campus strengthens emergency readiness, ensures compliance with required safety protocols, and provides a safe environment that supports student learning and staff well-being. 100% of the campus safety data will be aligned with state and local requirements with identified areas of need addressed through documented action plans and follow-up. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: A significant portion of the student population is identified as At-Risk (205 students) and receiving intervention services (101 students), suggesting a need to enhance Tier 1 instruction and Tier 2 supports to reduce the number of students requiring intensive academic intervention and improve overall student outcomes. Root Cause: Limited use of consistent, data-driven differentiation within Tier 1 instruction, leading to unmet needs for students performing below grade level. Variability in implementation fidelity of Tier 2 interventions, which may reduce their effectiveness in closing learning gaps.
Student Learning
Problem Statement 4: Certain student groups, including economically disadvantaged students and special education students (particularly in 4th grade math), continue to show high rates of not meeting expectations with limited growth over time. Root Cause: Gaps in foundational skills that are not being effectively remediated through current systems
School Processes & Programs
Problem Statement 1: The campus continues to experience a high number of discipline referrals, including physical aggression, verbal incidents, and bullying reports, which impact instructional time and school climate. Root Cause: Limited proactive Tier 1 behavior instruction and reinforcement in some classrooms and common areas Problem Statement 2: Although the campus has strong data systems in place, there is variability in how consistently data is used to drive timely instructional and behavioral interventions. Root Cause: Differences in staff capacity and consistency in analyzing and responding to data during team meetings.

Goal 1: Priority 1: Students - Ensure exceptional learning experiences that bring our "Journey of a Graduate" to life for each and every student.

Performance Objective 4: Provide students with innovative, flexible learning options that balance digital integration with hands-on, real-world experiences.

Destination 2031 Measure:
Increase the total number of eligible students enrolled in flexible instructional models from 1% to 5% by 2031.

Increase the percentage of K-12 classrooms demonstrating a balanced instructional mix--where technology is used actively for student creation rather than passive consumption, alongside visible tactile or inquiry-based learning--from [X% (2027 to establish baseline)] to [Y%] by 2031.

- Evaluation Data Sources:** Classroom Walkthrough/Observation Data: Monitor evidence of a balanced instructional mix, including purposeful technology integration, student creation, collaboration, hands-on learning, and real-world application.
- Student Achievement & Growth Data: Analyze assessment and growth data to determine whether innovative and flexible instructional practices are positively impacting student learning outcomes.

Strategy 1 Details		Reviews			
Strategy 1: Implement instructional practices that balance digital tool use with tactile, inquiry-based learning and practical life skills. Strategy's Expected Result/Impact: Baseline data will be collected through the 26-27 school year to assess student engagement tools that are intentionally incorporated including a balance of district approved tools and hands on, real-world learning experiences. As a result, students demonstrate increased engagement, deeper conceptual understanding, and improved ability to transfer skills across academic and real-world situations. Staff Responsible for Monitoring: Principal, Assistant Principals, Guiding Coalition ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3		Formative			Summative
		Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 3: A significant portion of the student population is identified as At-Risk (205 students) and receiving intervention services (101 students), suggesting a need to enhance Tier 1 instruction and Tier 2 supports to reduce the number of students requiring intensive academic intervention and improve overall student outcomes. **Root Cause:** Limited use of consistent, data-driven differentiation within Tier 1 instruction, leading to unmet needs for students performing below grade level. Variability in implementation fidelity of Tier 2 interventions, which may reduce their effectiveness in closing learning gaps.

Student Learning

Problem Statement 3: Across grade levels, students demonstrate low mastery of multi-step problems and higher-order thinking tasks, impacting overall academic performance. **Root Cause:** Instruction may emphasize procedural skills over conceptual understanding and problem-solving Inconsistent use of questioning strategies and academic discourse to deepen thinking

Goal 2: Priority 2: Staff - Attract, support, and retain exceptional educators and staff to ensure every student is guided and supported by an outstanding team.

Destination 2031 Measure:

Increase the number of certified foundational course teachers from 93% to 100% by 2031.

Performance Objective 1: Strengthen recruitment and hiring pipelines to ensure a consistent pool of highly qualified candidates.

Destination 2031 Measure: Increase the number of certified foundational course teachers from 93% to 100% by 2031.

Evaluation Data Sources: New Hire Data: Analyze the certification status, qualifications, experience, and retention of newly hired teachers to evaluate the effectiveness of recruitment and selection practices.

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous interview and hiring processes to ensure high quality hires for High Point Elementary. Strategy's Expected Result/Impact: As a result, employee quality, retention, and campus capacity increase, creating a strong foundation for improved instruction, positive school culture, and student achievement. Staff Responsible for Monitoring: Principals, Assistant Principals ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: A significant number of 4th and 5th grade students have regressed or remained stagnant compared to prior STAAR performance, and 4th grade math performance falls below district levels across all priority standards. Root Cause: Lack of consistent, rigorous instruction aligned to multi-step and higher-order problem-solving Variability in teacher content knowledge and instructional delivery in math

Goal 2: Priority 2: Staff - Attract, support, and retain exceptional educators and staff to ensure every student is guided and supported by an outstanding team.

Destination 2031 Measure:

Increase the number of certified foundational course teachers from 93% to 100% by 2031.

Performance Objective 2: Improve staff retention by fostering a supportive environment that prioritizes employee well-being and satisfaction.

Destination 2031 Measure:

Reduce teacher turnover from 18.4% in 2025 to 13% in 2031.

Evaluation Data Sources: Teacher/Staff Feedback Data: Use new-hire and staff surveys to evaluate the effectiveness of recruitment, onboarding, and support systems that contribute to teacher retention.

Staff Recognition/Participation Data: Monitor participation in campus recognition, appreciation, wellness, and connection initiatives to evaluate engagement with employee well-being efforts.

Strategy 1 Details	Reviews			
Strategy 1: Implement a continuous staff feedback system that fosters open communication, strengthens trust, and informs decisions that enhance employee well-being, engagement, and satisfaction. Strategy's Expected Result/Impact: 80% of staff will report feeling valued, supported, and recognized in their role on campus. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement meaningful campus-wide recognition and appreciation practices that celebrate staff contributions, reinforce excellence, and foster a positive workplace culture. Strategy's Expected Result/Impact: Increase the number of staff being retained from 66% to 80%. As a result, the campus builds a positive workplace culture and fosters a shared commitment to achieving campus goals and student success. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



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Discontinue

Goal 2: Priority 2: Staff - Attract, support, and retain exceptional educators and staff to ensure every student is guided and supported by an outstanding team.

Destination 2031 Measure:

Increase the number of certified foundational course teachers from 93% to 100% by 2031.

Performance Objective 3: Provide relevant professional learning experiences to ensure continuous growth.

Destination 2031 Measure:

Improve the percentage of staff that feel learning is relevant to their position from 86% to 94% by 2031.

Evaluation Data Sources: Staff Professional Learning Survey Data: Monitor staff perceptions of the relevance, usefulness, and applicability of professional learning to their roles.

Instructional Walkthrough/Observation Data: Monitor implementation of strategies and practices introduced through professional learning to determine whether learning is translating into changes in professional practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Develop staff capacity through a professional learning plan that responds to student needs, strengthens campus systems, and supports continuous improvement through Capturing Kids' Hearts training and external coaching partnerships. Strategy's Expected Result/Impact: 100% of staff implements the CKH process and as a result, the campus strengthens its culture of continuous improvement, improves student engagement and achievement, and builds sustainable systems that support long-term success for all learners reflected in walkthrough data. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2				

Strategy 2 Details		Reviews			
Strategy 2: Build a sustainable leadership pipeline by investing in the Guiding Coalition's capacity to lead, influence, and support campus improvement efforts through targeted professional development aligned to the campus leadership definition and the teacher leader level profile. Strategy's Expected Result/Impact: Baseline data will be collected in the 26-27 school year to capture the percentage of the Guiding Coalition who feel they are able to lead and influence work on campus. As a result, the campus builds a sustainable leadership pipeline, increases distributed leadership capacity, and develops a strong internal pool of future leaders prepared to support student success. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus continues to experience a high number of discipline referrals, including physical aggression, verbal incidents, and bullying reports, which impact instructional time and school climate. Root Cause: Limited proactive Tier 1 behavior instruction and reinforcement in some classrooms and common areas Problem Statement 2: Although the campus has strong data systems in place, there is variability in how consistently data is used to drive timely instructional and behavioral interventions. Root Cause: Differences in staff capacity and consistency in analyzing and responding to data during team meetings.

Goal 3: Priority 3: Community - Grow meaningful engagement and partnerships with parents, staff, and community members in support of our shared vision for each and every learner.

Performance Objective 1: Partner with our local community to provide opportunities that benefit our students, staff, and entire district.

Destination 2031 Measure:

Increase the percentage of parents indicating that they have a variety of ways to be involved at their child's campus from 76% to 90% by 2031.

Evaluation Data Sources: Family & Community Engagement Participation Data: Track participation in campus events, volunteer opportunities, and other engagement activities.

Campus Communication Data: Monitor communication channels and outreach efforts used to provide families with information about ways to engage with the campus.

Strategy 1 Details	Reviews			
Strategy 1: Explore opportunities to leverage and expand community partnerships with a focus on reading and math. Strategy's Expected Result/Impact: As a result, the campus strengthens community engagement, increases support for student success, and builds sustainable partnerships that positively impact the school community. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a system for providing ongoing family engagement opportunities focused on improving student outcomes. Strategy's Expected Result/Impact: As a result, the campus strengthens relationships with families, increases family participation, builds trust within the school community, and supports improved student achievement and overall success. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Engage students and staff in meaningful service and community contributions that strengthen connections and contribute to the needs of the school and local community. Strategy's Expected Result/Impact: By May 2027, 100% of students will have the opportunity to participate in at least one service contribution project. As a result, the campus strengthens relationships, increases student leadership opportunities, fosters a positive school culture, and builds a greater connection between the school and community. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Community - Grow meaningful engagement and partnerships with parents, staff, and community members in support of our shared vision for each and every learner.

Performance Objective 2: Share clear and meaningful communication that builds trust and engagement.

Destination 2031 Measure:

Increase district communication satisfaction from 90% to 94% and campus communication satisfaction from 82% to 90% by 2031.

Evaluation Data Sources: Campus Survey Data: Analyze stakeholder perceptions of communication, transparency, trust, and engagement.

Social Media Data: Monitor the frequency, consistency, and engagement of campus Facebook posts to evaluate the effectiveness of social media communication.

Strategy 1 Details	Reviews			
Strategy 1: Implement a multi-tiered communication framework that defines clear expectations for consistent parent engagement across classrooms. Strategy's Expected Result/Impact: As a result, the campus strengthens family relationships, increases trust and transparency, improves parent engagement, and creates a more connected school community that supports student success. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
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 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Families report that communication regarding student academic performance is not consistently specific or actionable, limiting their ability to support their child's learning at home. Root Cause: Reliance on generalized grade-level newsletters rather than student-specific academic updates

Goal 3: Priority 3: Community - Grow meaningful engagement and partnerships with parents, staff, and community members in support of our shared vision for each and every learner.

Performance Objective 3: Foster a service-oriented environment to build satisfaction and trust.

Destination 2031 Measure:
Increase parent and staff service satisfaction from [X% (baseline established 2027)] to [Y%] by 2031.

Evaluation Data Sources: Parent & Staff Service Satisfaction Data: Monitor stakeholder perceptions of customer service, responsiveness, professionalism, and overall satisfaction with campus support.

Strategy 1 Details	Reviews			
Strategy 1: Develop a culture of customer service and proactive communication by implementing consistent family engagement practices, including quarterly positive teacher outreach, weekly grade-level Parent Square updates, and ongoing feedback collection to strengthen partnerships and improve family satisfaction. Strategy's Expected Result/Impact: By May 2027, at least 90% of families feel more connected and informed about their child's learning, parent satisfaction improves, and the campus builds a stronger culture of customer service that supports student success. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Families report that communication regarding student academic performance is not consistently specific or actionable, limiting their ability to support their child's learning at home. Root Cause: Reliance on generalized grade-level newsletters rather than student-specific academic updates

Goal 4: Priority 4: Fiscal Management - Maximize student experiences through transparent, strategic, and sustainable fiscal management.

Performance Objective 1: Align capital and facility planning to address current and future needs.

Destination 2031 Measure:
Implement an updated long range facility master plan by May 2027 to allocate 100% of available capital funds toward highest-need campus improvements annually through 2031.

Evaluation Data Sources: Campus Facility Needs Assessment Data: Monitor identified facility needs, safety concerns, instructional space needs, accessibility issues, and maintenance priorities to inform long-range planning.

Strategy 1 Details	Reviews			
Strategy 1: Utilize learning environments in alignment with evolving instructional models and aspirations of our community. Strategy's Expected Result/Impact: 100% of students will demonstrate flexible use of collaboration and student-centered instruction. As a result, students experience meaningful, student-centered learning opportunities, teachers are empowered to maximize instructional spaces, and the campus environment reflects a commitment to preparing all learners for future success. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Priority 4: Fiscal Management - Maximize student experiences through transparent, strategic, and sustainable fiscal management.

Performance Objective 2: Prioritize allocation of fiscal resources to improve student outcomes.

Destination 2031 Measure:
Increase the weighted per pupil discretionary funding ratio for students identified with high academic needs from \$30 to \$70 by 2031.

Evaluation Data Sources: Campus Budget & Expenditure Data: Monitor the allocation and use of campus discretionary funds to ensure resources are strategically directed toward identified student learning needs.

Strategy 1 Details	Reviews			
Strategy 1: Use student achievement data and campus priorities to strategically allocate fiscal resources toward programs, materials, and supports that address learning gaps and improve outcomes for all students. Strategy's Expected Result/Impact: 100% of resources are directly aligned to campus improvement goals and improving student outcomes. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Priority 4: Fiscal Management - Maximize student experiences through transparent, strategic, and sustainable fiscal management.

Performance Objective 3: Position the district for long-term financial sustainability.

Destination 2031 Measure:

Adopt a balanced budget over the next 5 years and maintain a fund balance of at least 21% of budgeted expenditures by 2031.

Evaluation Data Sources: Campus Budget & Expenditure Data: Monitor budget allocations, expenditures, and remaining balances to ensure responsible and strategic use of campus funds.

Strategy 1 Details	Reviews			
Strategy 1: Evaluate all existing and new programs to ensure alignment with mission and fiscal stewardship. Strategy's Expected Result/Impact: Regular program evaluation will ensure campus resources are used effectively and invested in programs that directly support student achievement and campus priorities. Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	7/24/2026	Cassandra Spearman	7/24/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of Student Services	7/24/2026	Cassandra Spearman	7/24/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety and Security	7/24/2026	Cassandra Spearman	7/24/2026