Poth Independent School District

Poth Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Poth Elementary School inspires and supports a safe community of lifelong learners where every individual is valued and respected as part of the team.

Vision

The staff at Poth Elementary is committed to providing positive learning experiences that foster a love of learning for all students, which include 21st century communication and collaboration skills. We are committed to developing students with character; who can think critically, be creative, and solve real world problems.

Value Statement

- **Respect:** We believe in creating a safe, secure learning environment where respect, honesty, and appreciation of individual differences are fostered.
- **Collaboration:** We believe cultivating and maintaining partnerships is essential.
- **High Expectations:** We believe maintaining rigorous standards and high expectations for all students are key to academic excellence and lifelong learning.
- **Responsibility:** We believe that motivating students to become independent learners leads to taking responsibility for their own learning.
- **Equity:** We believe in providing all students with a balanced curriculum aligned with quality instruction.
- **Pride:** We believe in instilling a sense of pride in our schools and community.

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Comprehensive Needs Assessment

Demographics

Summary

Poth Elementary School is a highly-rated public school in Poth, Texas, serving students in Pre-K through 5th grade. As part of the Poth Independent School District, the school is well-regarded for its academic performance, earning a state accountability rating of "A" in recent years. This success is attributed to strong student achievement, progress, and a focus on closing performance gaps.

The school operates with a student-to-teacher ratio of approximately 17:1, which is a key factor in providing a supportive and close-knit learning environment. The teachers are experienced, with an average of 13.5 years of teaching. This veteran staff, combined with a strong community culture, contributes to a welcoming and family-friendly atmosphere.

Poth Elementary serves a small, rural community that is actively involved in and supportive of the school. The school prioritizes a strong partnership between teachers, parents, and local organizations to enhance the educational experience. Teachers also actively collaborate with their peers to develop high-quality, rigorous lesson plans. The district supports this work by providing modern technology and resources, including one-to-one devices for students in grades 1-5 and a centralized platform for all academic programs.

Overall, Poth Elementary School is characterized by its academic excellence, close-knit community, collaborative staff, and a dedicated focus on providing a supportive and effective learning environment for its students.

Strengths

- **Strong Community Support:** The school benefits from a rural community that is highly engaged and supported by parents, local businesses, and organizations. This active involvement is a significant asset.
- **High Level of Teacher Experience:** With teachers averaging 13.5 years of experience, the school has a strong, stable, and knowledgeable staff. This veteran presence provides a consistent and effective learning environment.
- **Favorable Student-to-Teacher Ratio:** An approximate ratio of 17:1 allows for more individualized attention and a close-knit classroom setting, which is especially beneficial for elementary-aged students.
- **Collaborative Culture:** The school's emphasis on teachers collaborating both within their teams and across content areas is a key strength that leads to the development of high-quality, rigorous lesson plans.
- **Established Community Partnerships:** The school has existing relationships with local community groups (e.g., FELPS, SAWS, Poth Volunteer Fire Department), which are leveraged to enhance student learning experiences with real-world connections.
- **Dedicated Paraprofessional Support:** The employment of multiple paraprofessionals specifically to assist the special education population in both inclusion and LIDS settings ensures that these students receive the support they need.
- **Strong Administrative Support:** The administration is actively involved and works closely with grade-level teams to ensure alignment of curriculum, provide academic support, and stay current on testing guidelines.

Student Learning

Summary

- **Strong Foundation in Reading:** Students demonstrate a solid grasp of reading and language arts, with 70% of students showing proficiency. This indicates that the school is successfully building strong foundational literacy skills, which are crucial for success in all subjects. 70% of students achieved proficiency in reading. 59% of students achieved proficiency in math.
- **Targeted Growth in Math:** While math proficiency is at 59%, there is a clear opportunity for improvement. The school's "Mathematics" distinction designation suggests that the staff is actively working to address this area, focusing on targeted interventions and strategies to boost student growth. The emphasis on teacher collaboration and data analysis is key to helping students who need extra support in this subject.
- **Effective Support for All Learners:** The school's high scores in "Student Progress" and "Closing Performance Gaps" show that they are not just serving high-achieving students, but are also successfully supporting students who may start the year behind. This is a testament to the school's commitment to personalized learning and its Multi-Tiered Systems of Support (MTSS) framework, which provides layers of academic, behavioral, and social-emotional support for all students.
- **Readiness for the Future:** The school's high ratings in "Post-secondary Readiness" and its overall "A" rating demonstrate that students are not only mastering their current grade-level material but are also being prepared for the academic challenges of junior high and beyond. This focus on long-term success is a core part of the school's mission.
- **Low Chronic Absenteeism:** Poth Elementary's chronic absenteeism rate is exceptionally low at 2.2%, significantly below the state and district average. This indicates that students are consistently engaged and present in the classroom, which is a foundational element for all academic success.

Strengths

- Strength in foundational literacy is evident in 70% of students showing proficiency in reading.
- Poth Elementary's high ratings in "Student Progress" and "Closing Performance Gaps" demonstrate that the school is effective at helping students improve, regardless of their starting point.
- The data suggests that the school has a strong system in place to support various student needs.

School Processes & Programs

Summary

Poth Elementary provides a student-centered instructional program aligned to the TEKS and supported through collaborative planning, data analysis, intervention, enrichment, and services for diverse learners. Professional development and PLCs help teachers strengthen instruction and respond to student needs.

Campus leadership promotes shared decision-making, clear communication, and strong partnerships with families and the community. The master schedule supports core instruction, intervention, enrichment, special-area classes, and student services.

Technology is integrated into instruction through one-to-one devices in grades 1–5 and centralized access to digital academic programs. Extracurricular and cocurricular opportunities further support student engagement, leadership, teamwork, and whole-child development.

Strengths

- Strong, student-centered instruction aligned to the TEKS
- Collaborative planning, PLCs, and data-driven decision-making
- Targeted intervention, enrichment, and support for diverse learners
- Strong family, community, and staff partnerships
- Effective use of technology and structured systems to support student success

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1

Curriculum, Instruction, and Student Achievement
Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, and using high-quality instructional strategies.

Performance Objective 1

Poth Elementary will continue to refine referral pathways for math and reading interventions as needed, fostering collaboration among teachers, interventionists, and administrators to identify the most appropriate tiered support for each student.

Evaluation Data Source: mCLASS data, MAP data, classroom assessments, teacher observations

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Teachers will use updated referral documents provided by the reading and math interventionists to elicit discussions about students who are performing lower than their peers. Referral documents will be in Google Forms.

Strategy's Expected Result/Impact: To gather additional information about each student referred for tiered intervention and facilitate collaborative discussions among teachers, interventionists, and administrators to determine the most appropriate level of support for each student.

Staff Responsible for Monitoring: interventionists and administrator

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 2

Provide ongoing professional development to support teachers in implementing effective differentiation strategies, utilizing instructional best practices, and strengthening data collection and analysis to inform instruction.

Evaluation Data Source: T-TESS, Domain 4; surveys

Strategy 1

Campus administration will provide staff with opportunities to participate in virtual and in-person professional development focused on programs currently implemented at Poth Elementary, as well as additional training opportunities designed to strengthen professional knowledge, skills, and effectiveness in their assigned roles.

Strategy's Expected Result/Impact: Allow staff to grow in their respective fields as well as develop teacher leaders.

Staff Responsible for Monitoring: Administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3

Establish a WIN (What I Need) Committee as an integral part of the campus MTSS team to strengthen and enhance WIN time by ensuring targeted support and enrichment opportunities that promote the academic growth of all students, from those requiring additional intervention to those demonstrating high levels of achievement.

Evaluation Data Source: meeting documentation, observations, MTSS data sheet

Strategy 1

Regularly review data in committee meetings to adjust WIN groupings and interventions.

Strategy's Expected Result/Impact: This will allow teachers to change how they are structuring their WIN time if the data is insufficient.

Staff Responsible for Monitoring: Administrator

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Provide staff with a variety of MTSS frameworks and strategies for effectively grouping students within appropriate tiers of support, along with access to multiple Tier 2 instructional resources

and curricula to address identified student needs.

Strategy's Expected Result/Impact: Teachers will be able to adjust and differentiate MTSS instruction based on student needs to more effectively support the academic growth and success of all learners.

Staff Responsible for Monitoring: Administrator

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4

Adopt and implement a new RLA curriculum in grades 3-5 to strengthen instruction and support student mastery of essential reading skills and concepts.

Evaluation Data Source: classroom observations, professional development

Strategy 1

Provide staff with ongoing professional development and training opportunities to support the effective implementation of the Bluebonnet Learning RLA curriculum.

Strategy's Expected Result/Impact: By providing training opportunities, staff will become more comfortable and versed in the new curriculum.

Staff Responsible for Monitoring: administrator, curriculum and instruction

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Provide staff with time to work vertically with grade levels to ensure alignment across the campus.

Strategy's Expected Result/Impact: Provide teachers with dedicated collaborative planning time to share ideas, analyze instructional practices, and gather resources and strategies to support the effective implementation of the curriculum.

Staff Responsible for Monitoring: administrator and curriculum & instruction

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Goal 2

Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 1

To maintain a safe and secure learning environment, all exterior and classroom doors will remain locked throughout the instructional day, with compliance monitored consistently throughout the school year.

Evaluation Data Source: Door Check Log -- Sentinel

Strategy 1

Door logs will be checked in Sentinel every week.

Strategy's Expected Result/Impact: Ensure that routine door checks are conducted consistently and that any identified safety or security concerns are addressed promptly and effectively.

Staff Responsible for Monitoring: administrator; safety and security director; campus SRO

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2

Student attendance will be closely monitored and proactively supported to reduce unnecessary absences, maximize instructional time, and ensure all students have consistent opportunities for academic success and positive engagement in school.

Evaluation Data Source: Student attendance reports (daily, weekly, 6 week, etc.)

Strategy 1

The elementary secretary will call when students are absent for more than two days.

Strategy's Expected Result/Impact: The ability to reiterate to families the procedures for absences and ensure documentation is taking place.

Staff Responsible for Monitoring: secretary, administrator

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Every six weeks, the secretary will send home notices to parents who have not turned in absence notes for their students.

Strategy's Expected Result/Impact: The documentation of student absences will be accurate.

Staff Responsible for Monitoring: secretary and administrator

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Collaborate with Karnes/Wilson County Truancy Prevention to proactively address attendance concerns, prevent students from becoming truant, and implement appropriate interventions when truancy issues arise.

Strategy's Expected Result/Impact: higher student attendance

Staff Responsible for Monitoring: secretary and administrator

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3

An attendance committee will be created to develop strategies that promote and encourage consistent student attendance.

Evaluation Data Source: meeting notes, average daily attendance

Strategy 1

Create an attendance committee that consists of one person from each grade level, the administrator, and support staff.

Strategy's Expected Result/Impact: create attendance incentives; monitor

Staff Responsible for Monitoring: administrator

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

The attendance committee will develop a campus-wide incentive program.

Strategy's Expected Result/Impact: encourage consistent student attendance

Staff Responsible for Monitoring: secretary, administrator

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

The attendance committee will meet to discuss students who are experiencing chronic absenteeism.

Strategy's Expected Result/Impact: Establish measures for the recovery of missed time due to absences.

Staff Responsible for Monitoring: administrator

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4

Continue implementing the campus-wide character education program to support students' social, emotional, and behavioral needs and promote a positive school culture.

Evaluation Data Source: surveys

Strategy 1

Meet with the elementary counselor on a regular basis to analyze survey data and make changes to the character education program as needed.

Strategy's Expected Result/Impact: continued improvement to the character education program

Staff Responsible for Monitoring: counselor, administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Develop a more systematic and streamlined character education program that incorporates teacher feedback and survey data to better address campus and student needs.

Strategy's Expected Result/Impact: Teachers will have opportunities to provide meaningful input and feedback, fostering a sense of ownership in the development and implementation of the program.

Staff Responsible for Monitoring: couselor, administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Meet with staff regularly to identify areas of concern, gather feedback, and determine ongoing needs related to the implementation and effectiveness of the character education program.

Strategy's Expected Result/Impact: To make informed adjustments to the program.

Staff Responsible for Monitoring: counselor and administrator

ESF Levers: Lever 3: Positive School Culture

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Goal 3 Poth Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1 ☑ HB3 Goal

Students will increase by two percentage points or more between the beginning of the year and the end of the year reading (Circle, mCLASS, MAP) and math (MAP) assessments.

Evaluation Data Source: BOY & EOY Circle, mCLASS, MAP Assessments

Strategy 1

Teachers will attend data meetings to determine if students are progressing throughout the year and identify ways to help students be successful.

Strategy's Expected Result/Impact: To ensure that staff are actively monitoring their students' data and making necessary adjustments.

Staff Responsible for Monitoring: administrator

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 ☑ HB3 Goal

There will be an increase in the percentage of students reaching the Meets and Masters performance levels on all STAAR measures.

Evaluation Data Source: STAAR Assessments

Performance Objective 3 ☑ HB3 Goal

Poth Elementary School will inform parents of the importance of engaging elementary students in college and career readiness activities throughout the year.

Evaluation Data Source: parent information via webpage, social media, ParentSquare

Strategy 1

Poth Elementary will share resources with parents, including a flyer emphasizing the value of fostering college and career readiness skills early in their child's education.

Strategy's Expected Result/Impact: educate parents

Staff Responsible for Monitoring: administrator

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

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Goal 4

Attract, develop, and maintain high-quality professionals by offering competitive pay and benefits and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 1

Effective teachers will be retained, and vacancies will be filled by highly qualified candidates who are well supported.

Evaluation Data Source: retention of teachers

Strategy 1

Provide mentorship for teachers who are new to the profession or in need of additional support.

Strategy's Expected Result/Impact: Teachers will feel supported and growth will occur.

Staff Responsible for Monitoring: administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Goal 5

Welcome and nurture partnerships with our families and community to ensure active engagement and open communication in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 1

All classroom teachers will consistently engage in clear and effective communication with parents to foster strong home-school partnerships that support student success.

Evaluation Data Source: classroom phone logs; Panorama, emails, ParentSquare

Strategy 1

Teachers will keep/maintain call/email logs with parent communication.

Strategy's Expected Result/Impact: Shows development of relationships with parents.

Staff Responsible for Monitoring: administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2

Throughout the school year, the campus will host several parent engagement nights and informational sessions designed to strengthen family-school partnerships and provide families with resources to support student learning and growth.

Evaluation Data Source: sign-in sheets, surveys

Goal 6

Develop an efficient, transparent, and collaborative approach to planning and decision-making that involves school stakeholders.

Performance Objective 1

The campus leadership team will actively facilitate communication of district and campus initiatives to all staff and gather feedback to ensure effective implementation and continuous improvement.

Evaluation Data Source: meeting notes, Google Forms, surveys

Strategy 1

Meeting with the campus leadership team on a regular basis to ensure effective communication.

Strategy's Expected Result/Impact: disseminate information from the district to the campus

Staff Responsible for Monitoring: administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

The campus leadership team, in collaboration with the counselor and administrator, will help plan and implement parent outreach opportunities.

Strategy's Expected Result/Impact: positive parent experiences

Staff Responsible for Monitoring: counselor, administrator

ESF Levers: Lever 3: Positive School Culture

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