

Dallas Independent School District

278 Leonides Gonzalez Cigarroa, M.D. Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Cigarroa Elementary is a school dedicated to academic excellence, mutual respect, and lifelong learning.

Vision

Leonides Gonzalez Cigarroa, M.D. Elementary will be a highly respected school in the city of Dallas where its students, staff, and community feel safe, demonstrate their pride, share a love for learning, and where all students leave above grade level in proficiency and prepared to make their way to and through college.

Value Statement

Growth-mindset. Belief and desire to continually improve.

Sense of urgency. Acting with the realization that efficiency is vital to success.

Belonging. We are committed to actions that support a sense of family and community.

Commitment. Doing whatever it takes to reach our vision of academic success and a love for learning.

Respect. Holding ourselves, our colleagues at school, our family, and our community in high regard.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.	17
Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.	20
Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.	21
Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.	23
Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.	25
Campus Funding Summary	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cigarroa ES is a PreK 3 to 6th grade elementary school located in Northwest Dallas. Because of the high poverty rate in this area, we are a Title I school. Many of our students live in apartment complexes. Most of our students live in our attendance zone. We do not have any buses that transport students to and from school, except for those students who have special needs. During the past four years, our enrollment has been decreasing from 568 in 2017-18 to 457 in 2025 -26. Enrollment is projected for 450 for this 2026-2027 school year. The student population is made up of 98% Hispanic, 1% African American, .5% American Indian, and .5% white.

We have a high mobility rate as many of our students move to and from different apartment complexes frequently or move to other cities in Texas. Recently, students have also moved back to their home country. We attribute part of our academic success to our strong partnerships with families and community organizations. Cigarroa ES student groups include 49.7% female and 50.3% male, 93.8% bilingual students, 0.4% ESL and 4.8% general ed or denials, 18% special education, 16%TAG and 96.9% economically disadvantaged. Our attendance rate is average for the district at 95%.

Demographics Strengths

Student enrollment is projected to stay the same. Our attendance is average with the district at 95%.

We are retaining high quality teachers and increasing the number of Distinguished teachers.

Many teachers and families seek to transfer to Cigarroa because of the strong commitment to academic success and the welcoming culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have split classes in K-1, 3-4 and 5-6 general education.

Root Cause: Enrollment numbers in these classes are lower than bilingual classes and do not make state ratio to secure one teacher per grade level.

Problem Statement 2 (Prioritized): Student attendance is at 95.1%.

Root Cause: We do not have a consistent process for monitoring attendance of high risk students. We currently have 20 students with 18 or more absences. (4.3%)

Student Learning

Student Learning Summary

The committee reviewed ACP data for science and world cultures and PE.

2025 Science ACP data.

Praises include the school being above district average in both subjects.

Science - Campus 67

Science - District 57

World Cultures - Campus - 77

World Cultures - District - 45

PE Campus - 74

PE District - 65

I-Ready

1st grade - 50% on grade level

2nd grade - 24% on grade level

3rd grade - 49% on grade level

4th grade - 44% on grade level

5th grade - 62% on grade level

6th grade - 28% on grade level

IReady Reading Spanish

1st grade - 84% on grade level

2nd grade - 85% on grade level

3rd grade - 82% on grade level

4th grade - 71% on grade level

5th grade - 70% on grade level

I-Ready English

1st grade - 36% on grade level

2nd grade - 53% on grade level

3rd grade - 50% on grade level

4th grade - 18% on grade level

5th grade - 25% on grade level

6th grade 19% on grade level

* Campus data packet doesn't list any data for AA population. We will update when STAAR data comes into MyDataPortal.

Special Education Students are performing at Approaches 28%, Meets 4% and Masters 1% on all STAAR tests. Averages for the subjects are below.

Math 34%/5%/2%

Reading 25%/5%/0%

Science 10%/0%/0%

Student Learning Strengths

Student learning strengths

ACP World Cultures in 30 points above district average. Science and PE are 10 points above district average.

5th grade math is the highest.

Spanish reading were all 70 or higher on or above grade level.

second and 3rd grade English reading were both above 50% on grade level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our general education students are performing below their bilingual peers.

Root Cause: Many students in these classes have special needs and they are in split classes. Student supports need to increase to close gaps. Additionally, it is difficult to retain teachers in these positions.

Problem Statement 2 (Prioritized): Math performance in 2nd and 6th grade is well below average.

Root Cause: Over 40 absences by the 6th grade math teacher and new teachers in second grade left gaps in learning and performance.

Problem Statement 3 (Prioritized): Student achievement for students with special needs on 3rd-6th STAAR tests is well below expectations. 28/4/1 for approaches, meets and masters on all test.

Root Cause: Students in special education need increased targeted scaffolds and small group tier 1 instruction to increase performance.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment

For 2025-26, the campus focused on implementing student growth goal incentives, classroom data quiz data postings , and weekly assessments in core content areas. Teachers also conducted mini-data meetings each week in PLCs to measure success and determine growth areas. Students also completed goal setting documents every nine weeks to reflect on what they were working to accomplish on the next common assessment. Teachers are afforded a PLC planning time every week to collaborate with team members and coaches on best practices. Our bulletin board committee purposed to walk the building every 9 weeks to ensure that student work is being celebrated. Also, our writing committee has set up a clear school wide plan for implementation.

Data Source: AIL data documents, PLC agendas, PD agendas, students data binders

School Context And Organization

Teachers are supported with discipline concerns. A clear process for spot observations and feedback is in place. Data tracking systems are also in place for school-wide data in regards to I-Ready, common assessments and Circle assessments. Students engage in clubs every Friday. Teacher are clear about the process to get a student referred for RTI or special ed services. In core content areas, we have dedicated the mandated number of minutes to each subject.

*Data Source: Master schedule, Staff Handbook, Campus Committee Flow Chart, Administrative Staff Roles and Responsibilities Document

Technology

Students have access to a few software programs to support their learning. Students in grades Pk-2nd have access to 1:1 Ipads. Every classroom has 3-6 chromebooks. We have a computer lab that is used for testing purposes.

*Data Source: Tipweb

School Processes & Programs Strengths

Strengths

A clear system is in place for teachers to receive spots and timely feedback to improve academic instruction.

Students are showing a greater investment in their academic growth due to the goal setting, trackers and celebrating of their work and accomplishments.

Writing has improved across the campus as a result of the implementation of the WOW plans and PD.

Students access multiple software programs through their IPADS and Chromebooks to support their academic goals and instructional program.

RTI, bulletin board, writing committees have long term action plans and create a year long calendars that affords them to have significant impact on reaching their goals.

Cigarroa leadership team builds a master schedule that ensures that every content area meets the mandated number of minutes that are set by the state. The campus data controller creates class sizes that are equal in number to balance the students loads for each teacher.

The number of DTR teachers has increased from the previous year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Second and third grade students are not proficient in basic typing skills.

Root Cause: Lack using chromebooks or accessing the keyboards in the computer lab to improve typing skills.

Problem Statement 2 (Prioritized): Fifth and Sixth grade referrals are the highest across the campus.

Root Cause: Students engage in social media conflicts that carry into the campus. Common areas need more staff supervision and clear expectations posted and enforced/implemented.

Perceptions

Perceptions Summary

Perceptions

Data Source: Dallas ISD Climate Survey, Panorama Student Surveys, Parent Questionnaires

Overall, most teachers feel included in decision making processes through Team Lead Meetings (Grade Level Leaders) and /or through informal meetings with the principal and other members of the leadership team. Teachers feel heard and they are confident that concerns will be followed up on when brought to the attention of the administrators. Teachers feel safe and understand emergency procedures. Teachers create supportive loving classroom environments for students. Teachers build positive relationships with students which results in lower behavior incidents. Students are given clear rewards and consequences when necessary.

Parents are somewhat involved in planning multiple events: Hispanic Heritage Festival, Fall Festival, Holiday Festival, Math and Science Night and Field Day. We will continue this calendar in 2025-2026.

Parish Episcopal school sends students to volunteer on a regular basis during the year. They also have a "Reading Buddies" program that engages with second grade students on the campus.

Parents voiced that communication is inconsistent. While many parents believe that teachers do a good job communicating with parents. there are others who are not pleased with the lack of communication. Parents suggest that we hold town hall style meetings every 6-9 weeks to get input about how to improve the school. Parents want to be better informed about new campus initiatives, so they can support their children. Some parents feel disconnected. Parents request that Cigarroa hire a community liaison to address the communication problem. Parents also suggest classes be offered to teach English to second language learners, support newcomers, and additional classes for those who need training with life skills. Parent club is small, but active. However, they've had a positive impact on the staff culture and climate.

Fall 2025 Staff Climate Survey indicates the following...

Beliefs and priorities 97%

Positive Culture and Environment 97%

Culture of Feedback an Support 99%

College Going Culture - 97%

Teacher to Teacher Trust 97%

Principal to Teacher Trust 100%

Student surveys indicates the following from Spring 2026 Student Survey Data (3-5)

Pedagogy Effectiveness 94%

Classroom Climate 92%

Student-Teacher Relationships 91%

Rigorous Expectations 91%

Engagement 88%

Student surveys indicates the following from Spring 2026 Student Survey Data (6th)

Pedagogy Effectiveness 95%

Classroom Climate 94%

Student-Teacher Relationships 93%

Rigorous Expectations 93%

Engagement 86%

Parent Survey data for 2026

100% positive responses last year on parent survey for all but 2 questions where the positive response rate was 99.3%%.- Update with 2024 when available

Perceptions Strengths

Perception Strengths

6th grade positive responses on the student surveys are 15% above district average.

Students surveys are at an 8 year high.

The staff survey has all domains in the 5th quintile and is the highest we have had in 7 years.

Communication systems have received positive feedback from the staff.

Teachers are taking more leadership roles this year than least year as evidence by our leadership committees.

Discipline concerns have decreased and student leadership opportunities have increased.

Parent and community communication has improved with bimonthly letters or messages to parents through a variety of media.

Staff culture is at a 5 year high.

Community support continues to be strength as we collaborate with Parish, United to Learn, Vizient, KPMG and more.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent support has dropped off over the past 2 years and our PTA dissolved.

Root Cause: We have not consistently tried to bring parents in to lead the cause of starting a PTA or PTO.

Problem Statement 2 (Prioritized): Engagement is only at 86% for 6th grade and 88% for 3rd- 5th grade.

Root Cause: Teachers need to increase engagement activities for students in all grade levels.

Priority Problem Statements

Problem Statement 1: We have split classes in K-1, 3-4 and 5-6 general education.

Root Cause 1: Enrollment numbers in these classes are lower than bilingual classes and do not make state ratio to secure one teacher per grade level.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student attendance is at 95.1%.

Root Cause 2: We do not have a consistent process for monitoring attendance of high risk students. We currently have 20 students with 18 or more absences. (4.3%)

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our general education students are performing below their bilingual peers.

Root Cause 3: Many students in these classes have special needs and they are in split classes. Student supports need to increase to close gaps. Additionally, it is difficult to retain teachers in these positions.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Second and third grade students are not proficient in basic typing skills.

Root Cause 4: Lack using chromebooks or accessing the keyboards in the computer lab to improve typing skills.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Fifth and Sixth grade referrals are the highest across the campus.

Root Cause 5: Students engage in social media conflicts that carry into the campus. Common areas need more staff supervision and clear expectations posted and enforced/implemented.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Math performance in 2nd and 6th grade is well below average.

Root Cause 6: Over 40 absences by the 6th grade math teacher and new teachers in second grade left gaps in learning and performance.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Parent support has dropped off over the past 2 years and our PTA dissolved.

Root Cause 7: We have not consistently tried to bring parents in to lead the cause of starting a PTA or PTO.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Engagement is only at 86% for 6th grade and 88% for 3rd- 5th grade.

Root Cause 8: Teachers need to increase engagement activities for students in all grade levels.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Student achievement for students with special needs on 3rd-6th STAAR tests is well below expectations. 28/4/1 for approaches, meets and masters on all test.

Root Cause 9: Students in special education need increased targeted scaffolds and small group tier 1 instruction to increase performance.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/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

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Teacher recruitment/retention rates and other data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 39 to 45 by June 2027.

High Priority
Evaluation Data Sources: STAAR, SMC, Weekly Quizzes

Strategy 1 Details		Reviews		
Strategy 1: Implement a system to monitor, incentivize, and intervene in student attendance and academic achievement, creating celebrations for excellence and overseeing interventions for chronic absenteeism. Purchase individual student resources for campus, classroom and students to encourage student attendance and academic achievement, including bulletin board paper, decor, and student incentives (ie: medals, trophies, certificates, ribbons, pencils, stickers, fidget toys, etc.) Strategy's Expected Result/Impact: Improve student attendance and campus culture of celebrating student excellence. Staff Responsible for Monitoring: Counselor and AP Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2		Formative		Summative
		Oct	Feb	Apr

Strategy 2 Details	Reviews		
Strategy 2: All campus staff will participate in district compliance modules on suicide prevention, conflict resolution, discipline management, violence prevention, bullying, abuse and harassment. Teachers will use training to support students with related needs throughout the year. Strategy's Expected Result/Impact: Increased scores on student surveys regarding classroom climate Staff Responsible for Monitoring: Teachers Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1, 2	Formative		Summative
	Oct	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Teachers will attend professional development sessions to improve proficiency in instructional practices and best practices regarding the implementation of Amplify and I-Ready every 9 nine weeks. Headphones will be purchased to support implementation of I-Ready across K-6 grade levels. Strategy's Expected Result/Impact: Increase the TEI scores from indicators 2.3, 2.4, 4.3 and 4.4 with 90% of staff scoring proficient or higher. Increase common assessment data with a Domain 1 score of 52 or higher. (80/50/25) Staff Responsible for Monitoring: Teachers and administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 1	Formative		Summative
	Oct	Feb	Apr

Strategy 4 Details		Reviews		
Strategy 4: Teachers will implement high-quality instructional lessons using HQIM for special education students during tier 1 instruction. Special education students will track results of weekly assessments in a data binder to progress monitor. Teachers will ensure special education students have access to all supplemental aids. Special education students who will test in a small group settings when appropriate. Differentiated instruction will be provided by inclusion teacher. Incentives will be provided for students reaching growth goals and academic goals every nine weeks. Weekly check ins with special education students will be conducted for students in 3rd - 6th grade. Strategy's Expected Result/Impact: Special education students will increase domain 1 performance from 11 to 30 by end of the 2026-2027 school year. Staff Responsible for Monitoring: Classroom teachers, inclusion teachers, administrators Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 3		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We have split classes in K-1, 3-4 and 5-6 general education. Root Cause: Enrollment numbers in these classes are lower than bilingual classes and do not make state ratio to secure one teacher per grade level. Problem Statement 2: Student attendance is at 95.1%. Root Cause: We do not have a consistent process for monitoring attendance of high risk students. We currently have 20 students with 18 or more absences. (4.3%)
Student Learning
Problem Statement 1: Our general education students are performing below their bilingual peers. Root Cause: Many students in these classes have special needs and they are in split classes. Student supports need to increase to close gaps. Additionally, it is difficult to retain teachers in these positions. Problem Statement 3: Student achievement for students with special needs on 3rd-6th STAAR tests is well below expectations. 28/4/1 for approaches, meets and masters on all test. Root Cause: Students in special education need increased targeted scaffolds and small group tier 1 instruction to increase performance.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 1: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 39 to 45 by June 2027.

High Priority

Evaluation Data Sources: STAAR, SMC, Weekly Quizzes

Strategy 1 Details	Reviews		
Strategy 1: The campus will implement a consistent framework for rigorous PLC and instruction focused on utilizing data-driven instruction in math with an emphasis on effective math interventions and foundational skills. Strategy's Expected Result/Impact: Improve daily instruction and increase student achievement in Grades 1 and 2 reading and math interventions, progress monitoring, and teacher PD. Staff Responsible for Monitoring: : Principal, Assistant Principal, Dept Chairs, PLC Leaders, Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing Problem Statements: Demographics 1 - Student Learning 2	Formative		Summative
	Oct	Feb	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We have split classes in K-1, 3-4 and 5-6 general education. Root Cause: Enrollment numbers in these classes are lower than bilingual classes and do not make state ratio to secure one teacher per grade level.
Student Learning
Problem Statement 2: Math performance in 2nd and 6th grade is well below average. Root Cause: Over 40 absences by the 6th grade math teacher and new teachers in second grade left gaps in learning and performance.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Performance Objective 1: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all sixth-grade students will increase from 42 to 51 by June 2027.

Evaluation Data Sources: STAAR and district common assessments

Strategy 1 Details	Reviews		
Strategy 1: Teachers and volunteers will provide reading interventions for at-risk students (defined by PEIMS) through I-Ready and Texas Reading Academy strategies to enhance the academic achievement/accelerated instruction of Gifted and Special Education, at-risk, economically disadvantaged, Bilingual/ESL, dyslexic and migrant students in Reading and Writing. Materials and resources, including laminating film rolls, will be purchased and used to support interventions and expected results. Strategy's Expected Result/Impact: Increase performance on I-Ready assessments Increased progress on approved intervention apps and teacher table lessons Staff Responsible for Monitoring: Teachers and administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2 Funding Sources: Laminating Film - 211 - Title I, Part A - 211-11-6399-2R-278-2-30 - \$10,000	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We have split classes in K-1, 3-4 and 5-6 general education. Root Cause: Enrollment numbers in these classes are lower than bilingual classes and do not make state ratio to secure one teacher per grade level.

Student Learning

Problem Statement 1: Our general education students are performing below their bilingual peers. **Root Cause:** Many students in these classes have special needs and they are in split classes. Student supports need to increase to close gaps. Additionally, it is difficult to retain teachers in these positions.

Perceptions

Problem Statement 2: Engagement is only at 86% for 6th grade and 88% for 3rd- 5th grade. **Root Cause:** Teachers need to increase engagement activities for students in all grade levels.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Performance Objective 1: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all sixth-grade students will increase from 20 to 50 by June 2027.

Evaluation Data Sources: STAAR performance in Meets and Master, SMCs

Strategy 1 Details		Reviews		
Strategy 1: The campus will implement a consistent framework for rigorous PLC and instruction focused on utilizing data-driven instruction in math and reading with an emphasis on effective ESL strategies. Professional Development and instructional materials as required for implementation. Paid Summer PD sessions will also afford teachers to plan and train for the upcoming school year. Strategy's Expected Result/Impact: Improve daily instruction and increase student achievement in 6th math performance Staff Responsible for Monitoring: Principal, Assistant Principal, Dept Chairs, PLC Leaders Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building		Formative		Summative
		Oct	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: Fund a Parent Support Specialist. Parent Support Specialist will work to recruit parents to start a parent club or PTO. The group will meet a minimum of 4 times per year. Strategy's Expected Result/Impact: Parents survey results will improve based on this work. Staff Responsible for Monitoring: Parent support specialist Principal Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems		Formative		Summative
		Oct	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Laminating Film	211-11-6399-2R-278-2-30	\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$10,000.00
Grand Total Budgeted					\$20,000.00
Grand Total Spent					\$10,000.00
+/- Difference					\$10,000.00