

**Clint Independent School District**

**William D. Surratt Elementary**

**2026-2027 Campus Improvement Plan**

Accountability Rating: B



# Mission Statement

We will meet the academic and social emotional needs of...

**“Every student. Every day. Whatever it takes.”**

## Vision

**“OUR VISION is to guarantee that ALL students reach grade-level proficiency in all subjects, enabling them to advance confidently to the next grade level.”**

# Value Statement

**Clint Independent School District Together...We Build Tomorrow**

## **We Are:**

**C**ommitted to student success as a shared responsibility among students, parents, educators, the School Board and the community.

**L**earner centered by ensuring that all students receive quality teaching and engaging instruction.

**I**nnovative in using global thinking and technology to empower students to become lifelong learners.

**N**urturing by creating an educational environment where all students are socially and emotionally supported, safe, and valued.

**T**ransparent through open communication, leadership, accountability and integrity.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### 1.School

William David Surratt Elementary is a Title One campus located in Clint, Texas in far east El Paso County, Texas. School enrollment has decreased from last school year by 37 students. Our current student population is 928. There is a low mobility rate. Here is the breakdown by demographic:

- Hispanic 96.81%
- African American 0.53%
- White 1.7%
- American Indian 0.32%
- Asian 0.21%
- 2 or more .43%
- Economically Disadvantaged Students 85.52%
- Emergent Bilingual 41.53%
- Bilingual 37.27%
- Students receiving Special Education 21.19%
- Students At-Risk 58.79%
- Gifted and Talented- 1.81%
- Title 1 participation- 100%
- Homeless- 1.49%

WD Surratt Elementary is a beautiful campus located approximately two miles from the Mexican border, just twenty miles east of El Paso, Texas. We are located in a farm community, rich in culture, cotton and pecans-and our school is the very heart of Clint. We are 1 of 6 elementary schools in Clint I.S.D.

Attendance- Although we did better than we did in 2023-24, we are still not at the 97% goal we have set for our Campus.

- 2018-2019: 95.66% ADA
- 2019-2020: 97.32% ADA
- 2020-2021: 97.78% ADA
- 2021-2022: 92.50% ADA
- 2022-2023: 94.23% ADA
- 2023-2024: 94.13% ADA
- 2024-2025: 94.75% ADA

WDS Enrollment Numbers:

- 2018- 2019: 1037
- 2019-2020: 986
- 2020-2021: 962
- 2021-2022: 936
- 2022-2023: 976
- 2023- 2024: 916
- 2024-2025: 939

2. Race/Ethnicity

Our campus is comprised of the following student groups. (based on the most recent TAPR report)

Our campus is a Pre-k- 5 school with 936 students.

Our campus is a Pre-k- 5 school with 916 students. TABLES Are updated

| Gender                             |     |        |
|------------------------------------|-----|--------|
| Female                             | 477 | 50.80% |
| Male                               | 462 | 49.20% |
| Ethnicity                          |     |        |
| Hispanic-Latino                    | 909 | 96.81% |
| Race                               |     |        |
| American Indian - Alaskan Native   | 3   | 0.32%  |
| Asian                              | 2   | 0.21%  |
| Black - African American           | 5   | 0.53%  |
| Native Hawaiian - Pacific Islander | 0   | 0.00%  |
| White                              | 16  | 1.70%  |
| Two-or-More                        | 4   | 0.43%  |

3. Student Groups:

•

| Student Programs (2023 - 2024 Preliminary ) | Count | Percent |
|---------------------------------------------|-------|---------|
| Dyslexia                                    | 17    | 1.81%   |
| Gifted and Talented                         | 17    | 1.81%   |
| Regional Day School Program for the Deaf    | 0     | 0.00%   |

| Student Programs (2023 - 2024 Preliminary ) | Count | Percent |
|---------------------------------------------|-------|---------|
| Section 504                                 | 23    | 2.45%   |
| Special Education (SPED)                    | 199   | 21.19%  |
| <b>Bilingual/ESL</b>                        |       |         |
| Emergent Bilingual (EB)                     | 390   | 41.53%  |
| Bilingual                                   | 350   | 37.27%  |
| English as a Second Language (ESL)          | 0     | 0.00%   |
| Alternative Bilingual Language Program      | 0     | 0.00%   |
| Alternative ESL Language Program            | 0     | 0.00%   |
| <b>Title I Part A</b>                       |       |         |
| Schoolwide Program                          | 939   | 100.00% |
| Targeted Assistance                         | 0     | 0.00%   |
| Targeted Assistance Previously Participated | 0     | 0.00%   |
| Title I Homeless                            | 0     | 0.00%   |
| Neglected                                   | 0     | 0.00%   |

### Trends:

We have had an increase from 15.81% to 21.19% this year for SPED.

We had had an decrease from 37.84% to 37.27% in English Language Learners. This drop in population is due to the district boundary changes.

We had a decrease from 69% to 58.79% in At risk students.

We had an increase from 84.30% to 85.52% of Economically Disadvantaged Students.

--percentages were updated only

### 4. Students by grade level as of 6/25/2025: Missing DSC and ASC students, all gradelevels have been updated

Prek- 100

Kindergarten- 118

1st Grade- 135

2nd Grade- 128

3rd Grade-139

4th Grade-143

5th Grade-151

**Classroom Makeup: DONE**

PK (3 mono, 2 bilingual)

K (3 mono, 3 bilingual)

1st (4 mono, 2 bilingual)

2nd (4 mono, 2 bilingual)

3rd (4 mono, 3 bilingual)

4th (5 mono, 2 bilingual)

5th (4 mono, 3 bilingual)

**5. 2024- 2025 Staff Data: WDS is comprised of the following faculty:**

**Total Staff: 127**

Teachers: 63- %

Teacher Residents: 4

Paraprofessionals: 20- %

Office Staff: 10- %

Administration: 3 (1 Principal, 2 Assistant Principals)- %

Service Personnel: 5- %

Monitors: 5- %

Cafeteria Staff: 9- %

### **Teacher Assignments:**

PE (2 coaches)

SPED (13 teachers)

Music (1 teacher)

GT/Dyslexia (2 teachers, shared with FME)

Curriculum Coaches (2; 1 Math/Science, 1 ELAR/SSudies)

Librarian (1)

Technology Coach (1)

SEL/PBIS ( 1 teacher)

Interventionist (1 teacher)

Total: fully certified;

Experience ranges from zero to thirty years of experience.

94% of the faculty is of Hispanic descent and 6% is White.

In 2023 we had 1 teachers retire and 3 teacher leave the profession. We currently have 5 teachers that are new to WDS, but not to the profession. They will have a grade-level mentor and a district assigned mentor.

**6. Parent/Guardian/Community:** Our school has a community that is mostly economically disadvantaged. About 90% of the parents speak

Spanish and professions range from migrant field workers to Master Level Engineers. The community is established and therefore the growth of the student population is declining. We have many students that are living with relatives other than parents and about 40% of them are coming from Mexico. About 30% of the students are being raised by grandparents.

**7. Attendance:** Our attendance rate at this time is at 94.75 %. Most of the absences this year were excused due to illness of or related to Covid-19. We have implemented a new attendance system that will begin tracking absences and contacting parents daily before 8:00 am. Our attendance committee is spearheading attendance incentives to include free dress, pizza parties, attendance awards on a monthly basis, and we typically do recognition of medals or trophies at the end of the year. Parent sessions have been offered by our assistant principal, attendance clerk, and attendance committee to ensure parents know their current attendance status and understand the importance of sending their children to school daily. Excessive absences have been taken to court and truancy plans to make up time that includes intersession are in place. Administrators meet with parents to go over absences and given the opportunity to rectify the absences. Correlation between student achievement and absences are seen. Tardies are still a problem. Skylerts, call-outs and Dojo messages reminding parents about start time are sent home regularly. We currently post a sign outside our campus indicating if the student has arrived on time and when they are considered tardy.

**8. Discipline rates:** We had no serious office referrals in the school year. We did have 2 cyber-bullying incidents that prompted our SEL team to implement lessons about social media responsibility.

#### Demographics Strengths

- All students are offered free breakfast and lunch every day, Monday through Friday.
- WDS offers a variety of after school programs for all grade levels of students. Such as robotics and Destination Imagination.
- EL students showed progress from last year on Spring STAAR & TELPAS scores for grades 3-5
- EL students were provided language acquisition support through: Weekly use of Summit K-12 and guided reading time in every teacher's class.
- All students who receive special education services are offered tutoring from the first month of school in a small group setting. Supports are specific based on IEP information
- Students in grades 3-5 are offered after school and STAAR power hour to support areas of testing
- All students on campus participate in our 1:1 technology device initiative. 1st-5th students may take their Chromebooks home.

Surratt's demographic strengths include:

- Low teacher and student mobility
- 100% certified teachers
- A change in boundary lines has allowed for an increase in out of district transfers from neighboring school districts, which will add to the diversity and culture of our campus in a positive way.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Half of our students are coded EB, and yet we don't have equitable representation in school based programs such as GT, UIL, or robotics.

**Root Cause:** The expectations set for our bilingual students are lower than those of monolingual students.

**Problem Statement 2 (Prioritized):** WDS average daily attendance increased from the previous year, however, we have not met our Campus goal of 97%

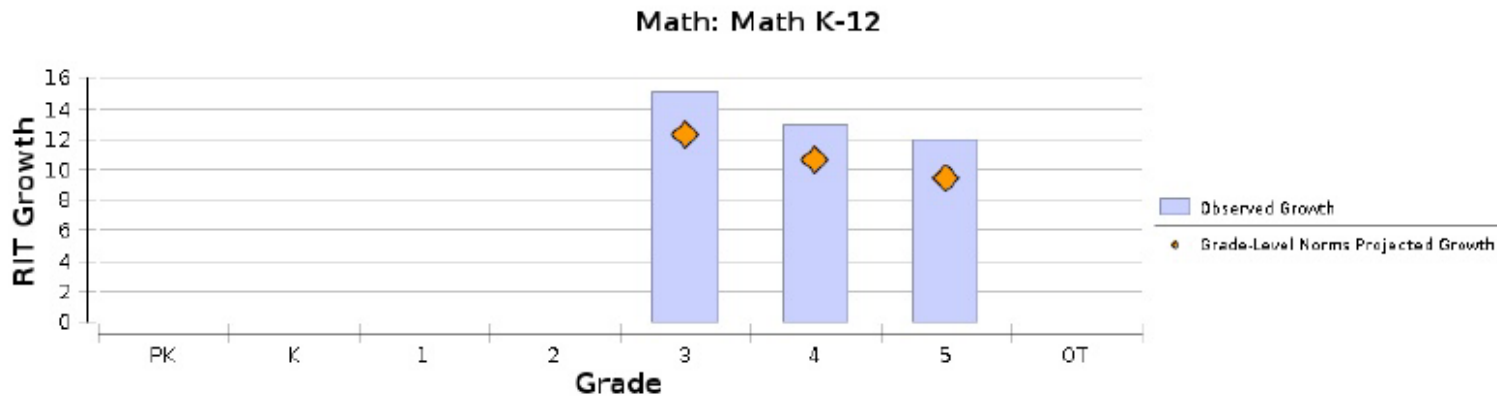
**Root Cause:** Poor follow-up on attendance issues; poor system of tracking and support; Poor follow-up using the district truancy plan and addressing tardies during the school year.

# Student Learning

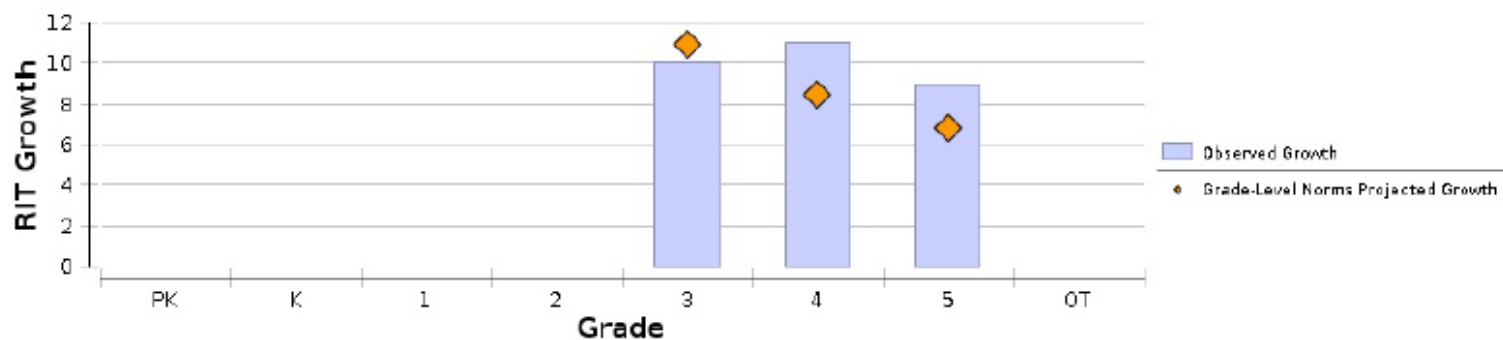
## Student Learning Summary

Academic year 2022-23 was a difficult year. Not only were students in third through fifth grade 1 to 3 grade levels behind, but we still had issues with excessive absences for both teacher and student. It was difficult to close gaps. Our focus at the start of this year was and will continue to be student growth. Student achievement on STAAR will reflect this gap in learning. I will share both MAP results, which will show the individual growth that was made- but also STAAR scores, which will illustrate the work that needs to be done in the upcoming year. Additionally, you will see End of the Year (EOY) results for CLI Engage (PreK) and MClass data (K-3). This data will indicate a breakdown in Tier 1 instruction in the lower grades.

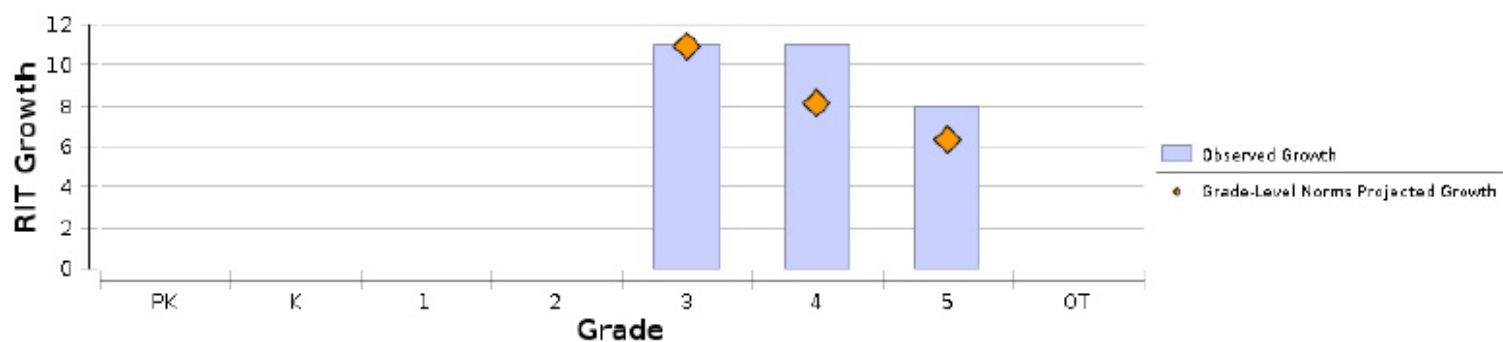
***2022-23 MAP results are showing BOY to EOY growth data:***



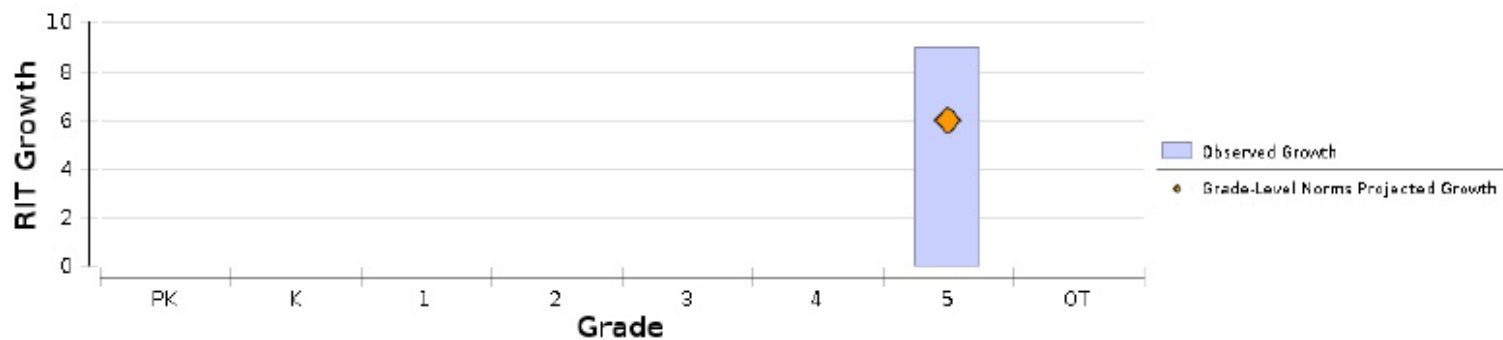
Language Arts: Reading



Language Arts: Language Usage



Science: Science K-12



Although there was a great deal of individual student growth this year, achievement on STAAR is going to require us to do tighten up our Tier 1 instruction in PK-5. We are also going to need to create an intervention system that will close gaps without disrupting Tier 1 instruction.

Insert data here

Data for PK-2 does not reflect a gap due to Covid- but rather it brings to light a gap created by misaligned instructional practices.

Kinder Mclass:

VIDEOS

| Teacher   | Well Below Benchmark | Below Benchmark | Not on Grade Level | At Benchmark | Above Benchmark | On Grade Level |
|-----------|----------------------|-----------------|--------------------|--------------|-----------------|----------------|
| Abasta    | 18%                  | 0%              | 18%                | 32%          | 50%             | 82%            |
| Vacancy   | 10%                  | 10%             | 20%                | 33%          | 47%             | 80%            |
| Gagas     | 21%                  | 8%              | 29%                | 13%          | 58%             | 71%            |
| Ordaz     | 18%                  | 6%              | 24%                | 41%          | 35%             | 76%            |
| Toquinto  | 11%                  | 5%              | 16%                | 32%          | 52%             | 84%            |
| Cervantes | 11%                  | 22%             | 33%                | 34%          | 33%             | 67%            |

Lectura

| Teacher   | Well Below Benchmark | Below Benchmark | Not on Grade Level | At Benchmark | Above Benchmark | On Grade Level |
|-----------|----------------------|-----------------|--------------------|--------------|-----------------|----------------|
| Ordaz     | 0%                   | 6%              | 6%                 | 50%          | 44%             | 94%            |
| Toquinto  | 5%                   | 0%              | 5%                 | 5%           | 90%             | 95%            |
| Cervantes | 6%                   | 0%              | 6%                 | 12%          | 82%             | 94%            |

**First Grade MClass:**

| Teacher   | Well Below<br>Benchmark | Below<br>Benchmark | Not on<br>Grade Level | At Benchmark | Above<br>Benchmark | On Grade<br>Level |
|-----------|-------------------------|--------------------|-----------------------|--------------|--------------------|-------------------|
| Berumen   | 24%                     | 24%                | 48%                   | 24%          | 28%                | 52%               |
| Cloud     | 11%                     | 17%                | 28%                   | 33%          | 39%                | 72%               |
| Gutierrez | 17%                     | 17%                | 34%                   | 33%          | 33%                | 66%               |
| Jara      | 32%                     | 5%                 | 37%                   | 37%          | 26%                | 63%               |
| Borunda   | 5%                      | 10%                | 15%                   | 25%          | 60%                | 85%               |
| Granados  | 20%                     | 10%                | 30%                   | 15%          | 55%                | 70%               |
| Hernandez | 10%                     | 20%                | 30%                   | 25%          | 45%                | 70%               |
| Lectura   |                         |                    |                       |              |                    |                   |
| Teacher   | Well Below<br>Benchmark | Below<br>Benchmark | Not on<br>Grade Level | At Benchmark | Above<br>Benchmark | On Grade<br>Level |
| Borunda   | 10%                     | 5%                 | 15%                   | 35%          | 50%                | 85%               |
| Granados  | 30%                     | 5%                 | 35%                   | 25%          | 40%                | 65%               |
| Hernandez | 20%                     | 5%                 | 25%                   | 50%          | 25%                | 75%               |

**Second Grade MClass:**

| Teacher     | Well Below Benchmark | Below Benchmark | Not on Grade Level | At Benchmark | Above Benchmark | On Grade Level |
|-------------|----------------------|-----------------|--------------------|--------------|-----------------|----------------|
| Gianni      | 19%                  | 14%             | 33%                | 48%          | 19%             | 67%            |
| Heredia     | 27%                  | 18%             | 45%                | 37%          | 18%             | 55%            |
| Palacio     | 33%                  | 5%              | 38%                | 33%          | 29%             | 62%            |
| Reza-Ariola | 27%                  | 23%             | 50%                | 41%          | 9%              | 50%            |
| Cardenas    | 24%                  | 18%             | 42%                | 40%          | 18%             | 58%            |
| Colorado    | 24%                  | 35%             | 59%                | 35%          | 16%             | 51%            |
| Maese       | 38%                  | 17%             | 55%                | 39%          | 16%             | 55%            |
| Lectura     |                      |                 |                    |              |                 |                |
| Teacher     | Well Below Benchmark | Below Benchmark | Not on Grade Level | At Benchmark | Above Benchmark | On Grade Level |
| Cardenas    | 18%                  | 6%              | 24%                | 64%          | 12%             | 76%            |
| Colorado    | 35%                  | 24%             | 59%                | 35%          | 6%              | 41%            |
| Maese       | 33%                  | 17%             | 50%                | 44%          | 6%              | 50%            |

## Second Grade MAP Data

### Achievement - All Grade 2 Students

Grade 2 - WM DAVID SURRATT ELEMENTARY101 | Reading

| Class                     | Educator                     | Achievement Spring 2022-2023 Median and Distribution                                                                 | Number of Students |
|---------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------|
| All classes in this grade | All educators for this grade | <div> <div>49th</div> <div> <div>27%</div> <div>16%</div> <div>22%</div> <div>19%</div> <div>16%</div> </div> </div> | 133                |

**Percentiles Key:** ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Rostered Summer 2022-2023

Tested Spring 2022-2023

[More information about this chart](#) ▼

### Student Learning Strengths

- On pace to meet or exceed previous year student performance
  - After school camps supported targets this year
  - District technology 1:1 initiative to promotes technology implementation school-wide
  - All teachers implement technology-related applications such as, Quizizz, Quizlet, Padlet, Nearpod, Kahoot, etc. to enhance instruction and engagement
  - The Science Expo affords students an opportunity to present and display group work in a peer-to-peer environment school-wide
  - Computer-based initiatives have shown progress for students in the area of reading in programs such as, Summitt, Sirius, MyOn and AR (Accelerated Reader)
  - Implementatrion of campus wide individual student data folders and data walls has supported goal setting for students and teachers
- 
- Struggling students have been targeted for additional support and a built-in intervention time has yielded individual growth. See MAP data above.
  - Daily SEL activities are implemented to support students through Covid 19 pandemic and challenges it has brought to family and school life.
  - A focus on Tier 1 instruction this year has yielded yet more growth in all of our grade levels with the exception of ELAR in our 3rd grade. We did not meet expected growth, but the lack of certified personnell in the Spring impacted the achievement of these chhildren in a negative way.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Tier 1 instruction at the PreK-5 has created gaps that were compounded during Covid Remote learning years.

**Root Cause:** Lack of training, coaching, support and follow through has allowed marginal instructional practices to continue in the foundational grades.

**Problem Statement 2 (Prioritized):** Although we have access to HQIM and to a viable curriculum and pacing guides, we are not seeing an adequate amount of academic achievement K-5.

**Root Cause:** Delivery and execution needs to be monitored more closely, from the planning stages of the lesson to the closing of the lesson.

**Problem Statement 3 (Prioritized):** Teacher accountability by means of goal setting and data tracking is an area of opportunity for us.

**Root Cause:** The expectation for teacher and student goal setting and data tracking was not made clear by Administration.

# School Processes & Programs

## School Processes & Programs Summary

### Leadership Systems:

- Clearly defined roles and responsibilities
- Regular Weekly Building and Campus Leadership Meetings utilizing agendas, minutes and next steps
- Shared ***WDS Quick Reference Landing Page*** that includes links to all campus calendars, systems, processes, and programs.
- Monthly faculty meetings for Celebration and PD opportunities

### Instructional Systems:

- Regular weekly Instructional Leadership Meetings (ILT) utilizing agendas, minutes and next steps
- Scheduled Administrative Walkthroughs with Tier 1 focus
- Guiding Principals for Instruction
- Weekly supervised 90 minute Collaborative Meetings with teacher created agendas, minutes and next steps
- Yearlong PD Plan and training Calendar
- Use of HQIM- HMH, Eureka, Stemscores, Studies Weekly, Iready, Frogstreet, I station, Okapi, MyOn, and Mclass Interventions
- District created pacing guides
- Yearlong Calendared Teacher TEKS academies
- Calendared coaching cycles to highlight proficient teachers and support learning for all staff (in planning stages)
- Embedded intervention time during the school day
- After School tutoring
- ACE Program
- 1:1 Technology Campus
- Dual Language Bilingual program
- MTSS system
- Technology intergration including classroom Front Row Systems

### Campus and Climate Systems:

- School Wide PBIS implementation to include campus parent events and feeder pattern events
- SEL Daily Lessons

- Counseling Team adheres to LSSSC standard of 80/20 direct classroom support
- Expanded Library Makerspace including Exploratory Learning, Art, Robotics, Coding, E-gaming, Agriculture and Musical Exploration
- Student Broadcasting
- Monthly Sunshine Committee activities for teachers
- Active Cub Parent Teacher Association

## Communication Systems:

- Class Dojo
- Blackboard and other district mass messaging
- Monthly Family Newsletters
- Social media- Twitter, Facebook
- Use of Marquee
- Email and phone calls
- Parent teacher conferences and family nights
- Student led data conferences

## School Processes & Programs Strengths

WDS has worked hard to implement systems that will support tighter alignment to HQIM, TRS specificity and improve Tier 1 instruction. The expected outcome this year will shift from growth to achievement. Our PLC process is a work in progress, and is one focus of our TIP- which should align our practices even more in the upcoming year. Additionally, we have an embedded intervention time that meets students where they are at, and closes gaps due to lack of instructional opportunity. Changes to systems for our sped population will support their growth and achievement by leaving them in the gen ed classroom to experience grade level instruction with the support of a coteach teacher. Our Bilingual population will receive better support through teacher training on bridging learning between languages and and adjusting HQIM to meet their students needs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Tier 1 instruction at the PreK-5 has created gaps that were compounded during Covid Remote learning years.

**Root Cause:** Lack of training, coaching, support and follow through has allowed marginal instructional practices to continue in the foundational grades.

**Problem Statement 2 (Prioritized):** Teacher accountability by means of goal setting and data tracking is an area of opportunity for us.

**Root Cause:** The expectation for teacher and student goal setting and data tracking was not made clear by Administration.

**Problem Statement 3 (Prioritized):** WDS average daily attendance increased from the previous year, however, we have not met our Campus goal of 97%

**Root Cause:** Poor follow-up on attendance issues; poor system of tracking and support; Poor follow-up using the district truancy plan and addressing tardies during the school year.

**Problem Statement 4 (Prioritized):** Half of our students are coded EB, and yet we don't have equitable representation in school based programs such as GT, UIL, or robotics.

**Root Cause:** The expectations set for our bilingual students are lower than those of monolingual students.

# Perceptions

## Perceptions Summary

WDS sets high academic standards, and students are aware of the academic expectations of the campus. Many of our students came back from the pandemic remote year behind and struggle to stay on grade-level. Students with low performance and/or attendance issues need to be held accountable. Parents have also shared that there was a need to increase the communication between teachers and parents. Lower grades also had low performance in their respective assessments, however, their issues did not stem from Covid. We will be focusing on fidelity to Elar and math curriculum in the lower grades. The gaps created here were compounded by Covid in the upper grades. Teachers and students would like to see an increase in fun, innovative, content-related activities and/or field trips to provide enriching experiences for students. Live announcements are made daily in the morning.

There needs to be more consistency when it comes to the dress code and PBIS expectations. Discipline has not been an issue, however, there are some teachers that need classroom management assistance due to Sped students being overrepresented in discipline referrals from their classrooms. A student PBIS behavior plan needs to be established with clear expectations. Teacher office referral flowchart and matrix will need to be clearly and explicitly taught to teachers and students. Students use a check in system to assist admin and counselors in identifying and meeting the SEL needs of our students. Additional workshops for parents to improve parent to student relationships will be needed as well as workshops to help students at home. There have been limited activities for students and families on campus this year through the pandemic.

We are establishing school traditions and school spirit has become more consistent with the addition of our SEL/PBIS lead. The STEAM push has also led to more campus wide enrichment activities that we hope will flourish in the upcoming year. Campus activities need to be promoted more by the campus and the student body.

Communication from the WDS to CJHS is missing, and 6th grade teachers would like to meet with 5th grade teachers concerning student discipline and academic strengths/weaknesses. WDS sends “pink and blues” that have student discipline concerns as well as academic concerns to the 6<sup>th</sup> grade teachers.

WDS would like to work on the attendance to increase it. We want students to look forward to coming to school every day. Incentives need to be given to students to increase attendance, promote school pride and spirit.

There is also a need to increase parent engagement and involvement with their child’s education. This year perception has been shifted to include the need for parents to be more involved in their student's attendance and grades. We are already calandering PFE activities for the upcoming year that will meet these needs.

### **Perceptions Strengths**

In the light of the many gun violence acts against schools and other public places, families feel safe bringing their children to school. WDS has a strong safety protocol led by district officials. Parental communication about our safety procedures is good.

Our PBIS initiative is in full swing and it has been instrumental in creating a positive learning culture for both students and teachers.

Our "Full Steam Ahead" initiative has created many opportunities for ALL of our students to experience science such as robotics, coding, Agri-science and engineering through Makerspace and our science nights.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Half of our students are coded EB, and yet we don't have equitable representation in school based programs such as GT, UIL, or robotics.

**Root Cause:** The expectations set for our bilingual students are lower than those of monolingual students.

# Priority Problem Statements

**Problem Statement 1:** WDS average daily attendance increased from the previous year, however, we have not met our Campus goal of 97%

**Root Cause 1:** Poor follow-up on attendance issues; poor system of tracking and support; Poor follow-up using the district truancy plan and addressing tardies during the school year.

**Problem Statement 1 Areas:** Demographics - School Processes & Programs

**Problem Statement 2:** Tier 1 instruction at the PreK-5 has created gaps that were compounded during Covid Remote learning years.

**Root Cause 2:** Lack of training, coaching, support and follow through has allowed marginal instructional practices to continue in the foundational grades.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Although we have access to HQIM and to a viable curriculum and pacing guides, we are not seeing an adequate amount of academic achievement K-5.

**Root Cause 3:** Delivery and execution needs to be monitored more closely, from the planning stages of the lesson to the closing of the lesson.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Teacher accountability by means of goal setting and data tracking is an area of opportunity for us.

**Root Cause 4:** The expectation for teacher and student goal setting and data tracking was not made clear by Administration.

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs

**Problem Statement 5:** Half of our students are coded EB, and yet we don't have equitable representation in school based programs such as GT, UIL, or robotics.

**Root Cause 5:** The expectations set for our bilingual students are lower than those of monolingual students.

**Problem Statement 5 Areas:** Demographics - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS 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
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** William David Surratt Elementary will be a model of high standards for student academic excellence.

**Performance Objective 1:** All students will demonstrate academic growth: Grades 3-5 will meet or exceed state STAAR benchmarks; PK-2 will have 90% on track in math and reading by EOY; and all students will grow at least one language domain on TELPAS.

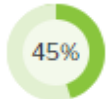
**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, and EOY data from iReady, Summit K12, STAAR mocks, and mCLASS will be used to monitor student progress.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                             |     |     |           |
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| <b>Strategy 1:</b> Provide high-quality instructional materials (HQIM) and resources for all content areas, including essential classroom and office supplies, testing materials, science lab equipment, manipulatives, visuals, technology, instructional software, audio tools, and furniture.<br><b>Strategy's Expected Result/Impact:</b> Increased Academic achievement and growth for all students.<br><b>Staff Responsible for Monitoring:</b> Admin, Teachers<br><br><b>Title I:</b><br>2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br><b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b><br><b>Funding Sources:</b> - 199 GENERAL FUND - \$80,000, - 211 ESEA, TI A IMP - \$25,000, - 189 ESSER FUND BALANCE | Formative                                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sept                                                                                                | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <br>Considerable |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews                                                                                                             |     |     |           |
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| <b>Strategy 2:</b> Utilize the campus-developed MTSS model, Super School, to identify and support students with failing grades, low STAAR performance, or below-grade-level reading. Provide dedicated intervention time during the school day to address students' instructional needs based on assessment data.<br><br><b>Strategy's Expected Result/Impact:</b> Individual student growth in core content areas.<br>Increase in students achieving Approaches, Meets, and Masters on STAAR.<br><br><b>Staff Responsible for Monitoring:</b> Administration<br>All teachers<br>Counselor<br><br><b>Title I:</b><br>2.51, 2.53<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> |  | Formative                                                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Sept                                                                                                                | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <br>45%<br><br>Some Progress     |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews                                                                                                             |     |     |           |
| <b>Strategy 3:</b> Teachers will use a standardized data binder to set goals with students, who will also maintain individual data folders for goal setting. The designated Data Wall will continue to support tracking and monitoring progress.<br><br><b>Strategy's Expected Result/Impact:</b> Increased awareness of both teacher and student progress.<br>A better opportunity to reflect and adjust our teaching and learning processes.<br>Higher achievement and growth for students.<br>Data based collaboration opportunities for other students.<br><br><b>Staff Responsible for Monitoring:</b> Admin<br>Teachers<br>Students<br><br><b>Title I:</b><br>2.51<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Instructional Leadership and Capacity Building                                                                                                             |  | Formative                                                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Sept                                                                                                                | Nov | Feb | May       |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                                                             |     |     |           |
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| <p><b>Strategy 4:</b> WDS will provide supplemental tutoring, intersession programs, and academic enrichment activities for PK-5 students needing support or acceleration, including field trips. Transportation will be provided for all activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic Growth for all students on all relevant assessments to include district and state tests.</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Coaches<br/>Teachers<br/>Counselors<br/>LPAC clerk</p> <p><b>Title I:</b><br/>2.51, 2.52</p> <p><b>- TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$19,500, - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - 8,000</p>                                                                                                                                                                                    | Formative                                                                                                           |     |     | Summative |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  <p>25%</p> <p>Some Progress</p> |     |     |           |
| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                                                             |     |     |           |
| <p><b>Strategy 5:</b> Provide research-based materials, resources, and opportunities for identification, intervention, and acceleration for all student groups (Early Education, Dyslexia, GT, Bilingual, SPED). Resources include classroom and office supplies, personal care items, testing materials, manipulatives, visuals, technology, audio equipment, furniture, participation fees, and transportation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic support and growth for all special population students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Special pop teachers, gen ed teachers</p> <p><b>Title I:</b><br/>2.52</p> <p><b>- TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building</p> <p><b>- Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Classroom Materials - 199 GENERAL FUND - 199.11.63XX - \$15,600, - 189 ESSER FUND BALANCE, - 211 ESEA, TI A IMP</p> | Formative                                                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sept                                                                                                                | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  <p>45%</p> <p>Some Progress</p> |     |     |           |

| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                                                      |     |     |           |
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| <p><b>Strategy 6:</b> Provide all students with instructional software and online subscriptions to enhance technology skills and improve academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Technology will enhance content delivery and assessment, increasing student proficiency with educational software while enabling teachers to personalize instruction based on individual student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches, librarian</p> <p><b>Title I:</b><br/>2.51, 2.52</p> <p><b>- ESF Levers:</b><br/>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$19,000</p> | Formative                                                                                                    |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                              |     |     |           |

**Goal 1:** William David Surratt Elementary will be a model of high standards for student academic excellence.

**Performance Objective 2:** WDS will provide all students with equitable access to engaging instruction and meaningful enrichment opportunities.

**High Priority**

**Evaluation Data Sources:** Parent and student surveys

Quantitative measures:

MClass data

HMH checkpoints

Teacher made assessments

District assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                                                      |     |     |           |
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| <p><b>Strategy 1:</b> Our library will serve as the hub of our Makerspace, featuring collaborative, flexible areas with hands-on, TEKS-aligned activities, innovative technologies, and a creation station for student-driven projects. It will also include an E-Gaming space. The outdoor Makerspace will continue to expand to the flower and vegetable gardens. Provide resources for Makerspace areas, including essential classroom and office supplies, science lab equipment, manipulatives, visuals, technology, instructional software, audio tools, and furniture.</p> <p><b>Strategy's Expected Result/Impact:</b> Through makerspace participation, desired outcomes include producing tangible objects, developing STEM (science, technology, engineering, and mathematics) knowledge, gaining real-life skills, preparing for careers, having fun, working in teams, developing friendships, and generating new interests.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Librarian, Technology Coach, HIT Campus Lead, Makerspace Committee</p> <p><b>Title I:</b><br/>2.52</p> <p><b>- TEA Priorities:</b><br/>Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$15,000</p> | Formative                                                                                                    |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sept                                                                                                         | Nov | Feb | May       |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews                                                                                                      |     |     |           |
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| <p><b>Strategy 2:</b> We will provide students with opportunities to participate in content-rich enrichment activities, including STEAM and Makerspace nights.</p> <p><b>Strategy's Expected Result/Impact:</b> These activities will promote increased parental involvement and reinforce academic learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Admin<br/>Instructional Coaches</p> <p><b>Title I:</b><br/>2.52</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$1,400</p> | Formative                                                                                                    |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews                                                                                                             |     |     |           |
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| <p><b>Strategy 3:</b> WDS will provide all students with enrichment opportunities such as UIL, Destination Imagination, Makerspace, robotics, and broadcasting during the school day, after school, and on Saturdays. All necessary fees and supplies for competitions and programs will be covered.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement in STEAM activities and improved achievement in core subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/> Role: Lead instruction and facilitate enrichment activities.<br/> Responsibilities: Plan and deliver robotics and broadcasting lessons, coordinate competition participation, and ensure alignment with academic goals.</p> <p>Campus Instructional Coach<br/> Role: Oversee enrichment programs and integrate them into the school schedule.<br/> Responsibilities: Develop program structure and scheduling, collaborate with teachers, and manage resources and supplies.</p> <p>Administrative Team<br/> Role: Ensure overall implementation and alignment with campus goals.<br/> Responsibilities: Approve budgets, secure funding for fees and supplies, and support logistics and staffing for programs.</p> <p>Library/Media Specialist<br/> Role: Support broadcasting activities and promote media literacy.<br/> Responsibilities: Guide students in media production, research, and broadcasting skills.</p> <p><b>Title I:</b><br/> 2.52<br/> - <b>TEA Priorities:</b><br/> Improve low-performing schools<br/> - <b>ESF Levers:</b><br/> Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br/> <b>Funding Sources:</b> - 281 TITLE IV, PART A SSAEP - \$6,200</p> | Formative                                                                                                           |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                     |     |     |           |

**Goal 1:** William David Surratt Elementary will be a model of high standards for student academic excellence.

**Performance Objective 3:** By the end of the 2025-2026 school year, WD Surratt Elementary School will see a measurable increase in academic performance for Special Education students as evidenced by a 10% increase in grade-level proficiency on state assessments and progress monitoring tools (i.e., i-Ready, STAAR). This will be achieved through the implementation of differentiated instruction in all classrooms, with targeted supports for teachers, students, and leadership.

**High Priority**

**Evaluation Data Sources:** BOY, MOY and EOY data for MAP and I ready assessments.  
District benchmarks and Interim data. STAAR data.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Reviews                                                                                              |     |     |           |
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| <b>Strategy 1:</b> Teachers will implement differentiated instruction through small-group learning and i-Ready personalized pathways, using scaffolding and intervention plans to ensure all students, including those in Special Education and English learners, can access grade-level content. Instruction will be guided by formative assessment data and targeted language support, with listening, speaking, reading, and writing skills intentionally integrated across all content areas to meet diverse student needs and foster academic growth.<br><br><b>Strategy's Expected Result/Impact:</b> By implementing differentiated instruction through small-group learning, personalized pathways, and targeted interventions, teachers will provide all students with equitable access to grade-level content.<br><br><b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches, and administrators are responsible for ensuring effective implementation.<br><br><b>Title I:</b><br>2.51<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Instructional Leadership and Capacity Building<br>- <b>Targeted Support Strategy</b> |  | Formative                                                                                            |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                                                                                                                  |     |     |           |
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| <p><b>Strategy 2:</b> Leadership will deliver targeted professional development focused on Special Education and inclusive instructional best practices, equipping staff with the tools needed to meet the diverse needs of all learners. Beginning in the 2025-2026 school year, WDS will continue the Co-Teach Academy to strengthen collaboration between general and special education teachers and enhance inclusive practices.</p> <p>Ongoing support will be embedded through coaching cycles that emphasize classroom implementation, reinforced through regular observation and feedback. When appropriate, staff will also receive additional training and professional development opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Through targeted professional development and ongoing coaching cycles, leadership will strengthen teachers' ability to effectively differentiate instruction for diverse learners, with a focus on the Special Education population. This approach is expected to enhance teacher proficiency in inclusive practices, boost student engagement, and lead to measurable academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches, Admin are responsible for implementation.</p> <p><b>Title I:</b><br/>2.53</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Instructional Leadership and Capacity Building</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$5,000</p> | Formative                                                                                                                |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                                                                                                                  |     |     |           |
| <p><b>Strategy 3:</b> Students will be empowered to actively engage in their learning by consistently using designated testing and classroom accommodations to support their academic success. Leadership and teachers will also promote self-advocacy skills, encouraging students to communicate their learning needs and take ownership of their educational experience.</p> <p><b>Strategy's Expected Result/Impact:</b> By consistently using accommodations and building self-advocacy skills, students--particularly those in Special Education--will gain confidence, increase engagement, and develop greater independence in their learning. This will lead to improved academic performance as they more effectively navigate classroom tasks and assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches, Admin are responsible for implementation.</p> <p><b>Title I:</b><br/>2.51, 2.53</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Instructional Leadership and Capacity Building</p> <p>- <b>Targeted Support Strategy</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                     | Formative                                                                                                                |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

**Performance Objective 1:** All staff and students will participate in the campus Positive Behavior Interventions and Supports (PBIS) initiative, integrated with Social Emotional Learning (SEL) strategies and instruction. As part of the daily SEL routine, teachers will implement CIRCLES to foster connection, reflection, and a supportive classroom community.

**High Priority**

**Evaluation Data Sources:** Discipline and attendance data, student and staff surveys, classroom observations, and progress monitoring tools. Walkthroughs and fidelity checks will track implementation consistency, while tools like the PBIS Tiered Fidelity Inventory and SEL assessments will measure impact on student behavior, engagement, and school climate.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                                                  |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The PBIS committee will attend training and meet regularly throughout the school year to develop campus protocols and programs for teachers, students, and parents, with the goal of nurturing and maintaining a positive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school climate through consistent, positive behavior expectations</p> <p>Decreased disciplinary incidents and referrals</p> <p>Increased student engagement and motivation</p> <p>Strengthened relationships among students, staff, and families</p> <p>Greater consistency in behavior management across classrooms</p> <p>Enhanced parent involvement and understanding of behavior expectations</p> <p>Improved academic outcomes through a more focused and supportive learning environment</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>All classroom teachers</p> <p><b>ESF Levers:</b><br/>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building</p> | Formative                                                                                                |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Sept                                                                                                     | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <br>Moderate Progress |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                          |     |     |           |

**Goal 2:** William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

**Performance Objective 2:** WDS will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

**Evaluation Data Sources:** Climate Survey and Safety Walkthrough documentation

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews                                                                                             |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Campus Safety Committee will meet at least once a month to review safety procedures and conduct emergency safety drills (i.e. fire, lockdowns, shelter-in-place).<br><b>Strategy's Expected Result/Impact:</b> Safety protocol can be rined monthly to ensure a safe environment.<br><b>Staff Responsible for Monitoring:</b> AP<br>S1<br>SRO<br><br><b>ESF Levers:</b><br>Lever 3: Integrated Student Support Systems | Formative                                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                           | Sept                                                                                                | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                           | <br>Considerable |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                             |                                                                                                     |     |     |           |

**Goal 2:** William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

**Performance Objective 3:** WDS will build and support a purposeful counseling program that meets the needs of all students through individual and group counseling and classroom lessons.

**Evaluation Data Sources:** Counseling schedules, decrease in reported discipline and outcries. Improved campus culture.

| Strategy 1 Details                                                                                                                           | Reviews                                                           |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----|-----|-----------|
| Strategy 1: WDS counseling program will meet all requirements to be a LSSSCA Gold counseling program.                                        | Formative                                                         |     |     | Summative |
|                                                                                                                                              | Sept                                                              | Nov | Feb | May       |
|                                                                                                                                              | <div><div></div><div>65%</div></div> <div>Moderate Progress</div> |     |     |           |
| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div> |                                                                   |     |     |           |

**Goal 2:** William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

**Performance Objective 4:** WDS will ensure that all students participate in required physical education activities required under TEC 11.253 and additional wellness requirements as recommended by the District's School Health Advisory Committee (SHAC)

**Evaluation Data Sources:** Fitness assessment data, Attendance Data, EcoDis Data, PE lesson plans

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                                                                                                           |                                                                                                             |                                                                                                             |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition in cafeterias, classrooms, and other appropriate settings.<br><b>Strategy's Expected Result/Impact:</b> Activities during Lunch, Menu Boards, Fresh Fruit/vegetable serving data, will provide students with more healthy choices<br><b>Staff Responsible for Monitoring:</b> Campus staff, CNP Staff | Formative                                                                                                         |                                                                                                             |                                                                                                             | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sept                                                                                                              | Nov                                                                                                         | Feb                                                                                                         | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <br>40%<br>Some Progress       |                                                                                                             |                                                                                                             |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                                                                                                           |                                                                                                             |                                                                                                             |           |
| <b>Strategy 2:</b> The campus will ensure all students are enrolled in physical education courses at all levels as prescribed by District policy.<br><b>Strategy's Expected Result/Impact:</b> Master Schedules, Rosters, Lesson Plans, Fitness Assessment Data<br><b>Staff Responsible for Monitoring:</b> Campus Administration, PE staff                                                                                                     | Formative                                                                                                         |                                                                                                             |                                                                                                             | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sept                                                                                                              | Nov                                                                                                         | Feb                                                                                                         | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <br>100%<br>Accomplished       | <br>100%<br>Accomplished | <br>100%<br>Accomplished |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                                                                                                           |                                                                                                             |                                                                                                             |           |
| <b>Strategy 3:</b> The campus shall make appropriate before-school, during lunch/recess and after-school physical activity programs available and shall encourage students to participate.<br><b>Strategy's Expected Result/Impact:</b> Improved physical activity as outlined in the EOY Fitness Assessments<br><b>Staff Responsible for Monitoring:</b> Campus staff                                                                          | Formative                                                                                                         |                                                                                                             |                                                                                                             | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sept                                                                                                              | Nov                                                                                                         | Feb                                                                                                         | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <br>50%<br>Moderate Progress |                                                                                                             |                                                                                                             |           |

| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                                             |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 4:</b> All campuses will provide staff development to the appropriate staff as it relates to physical education.<br><b>Strategy's Expected Result/Impact:</b> Improved physical activity as outlined in the EOY Fitness Assessments<br><b>Staff Responsible for Monitoring:</b> Campus Administration, SHAC                                                                                                                             | Formative                                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sept                                                                                                | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <br>Considerable |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                                                                                                     |     |     |           |

**Goal 3:** William David Surratt Elementary will operate efficiently, being fiscally responsible.

**Performance Objective 1:** WDS will establish a Campus Improvement Team (CIT) composed of teachers, parents, and administrators to review campus and district goals, assess budget items, and address campus needs. The team will also ensure that funds are properly allocated, tracked, and encumbered in alignment with improvement priorities.

**Evaluation Data Sources:** All campus allocated funds will be encumbered by district stated deadlines.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Reviews                                                           |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> The CIT will meet at minimum once a semester to review school-related goals and address campus needs.<br><b>Strategy's Expected Result/Impact:</b> More transparency in the decision-making process for our campus.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br>CIT members<br>Parents<br>Community members<br><br><b>ESF Levers:</b><br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems |  | Formative                                                         |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Sept                                                              | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <div><div></div><div>50%</div></div> <div>Moderate Progress</div> |     |     |           |
| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                   |     |     |           |

**Goal 3:** William David Surratt Elementary will operate efficiently, being fiscally responsible.

**Performance Objective 2:** Produce an average yearly attendance rate of 97%.

**High Priority**

**Evaluation Data Sources:** Share the Average Daily Attendance (ADA) report with all faculty and staff weekly. Provide more students incentives to promote attendance.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                                                              |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> An Attendance Committee will be established to provide targeted guidance and support for students with chronic attendance issues. This committee will play a key role within the MTSS framework.<br><b>Strategy's Expected Result/Impact:</b> Improvement of attendance<br><b>Staff Responsible for Monitoring:</b> Administration<br>Classroom teachers<br>Attendance Clerk<br><br><b>ESF Levers:</b><br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems                                                                                                               | Formative                                                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sept                                                                                                                 | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <br>40%<br><br>Some Progress      |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                                                              |     |     |           |
| <b>Strategy 2:</b> WDS will implement attendance challenges to encourage regular student attendance, with incentives such as free dress days, popcorn parties, Mario Parties, and a field trip for the class with the highest attendance. Monthly giveaways will be held to maintain motivation, and students will track their own attendance in their student data folders as part of ongoing goal-setting and accountability efforts.<br><b>Strategy's Expected Result/Impact:</b> Improvement of attendance<br><b>Staff Responsible for Monitoring:</b> Teachers<br>Administration<br><br><b>ESF Levers:</b><br>Lever 3: Integrated Student Support Systems | Formative                                                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sept                                                                                                                 | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <br>60%<br><br>Moderate Progress |     |     |           |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews                                                                                                  |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 3:</b> We will develop system of monitoring of students who arrive tardy or are frequently absent .<br><b>Strategy's Expected Result/Impact:</b> Improved attendance and communication of attendance expectations.<br><b>Staff Responsible for Monitoring:</b> Attendance Clerk<br>Teachers<br>Administration<br>Attendance and MTSS comittee<br><br><b>ESF Levers:</b><br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems | Formative                                                                                                |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sept                                                                                                     | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <br>Moderate Progress |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                              |                                                                                                          |     |     |           |

**Goal 4:** William David Surratt Elementary will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 1:** WDS will be in compliance with all state and district standards for all certified personnel.

**Evaluation Data Sources:** All certifications will be up-to-date with district and state standards for certified personnel.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                      |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b><br>All WDS faculty will be fully certified as applies to state and district standards. All certifications will be up-to-date.<br><b>Strategy's Expected Result/Impact:</b> Certification data<br><b>Staff Responsible for Monitoring:</b> Administration<br>Central office personnel<br><br><b>ESF Levers:</b><br>Lever 2: Talent Retention and Strategic Staffing | Formative                                                    |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                       | Sept                                                         | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                       | <div><div></div><div>75%</div></div> <div>Considerable</div> |     |     |           |
| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                          |                                                              |     |     |           |

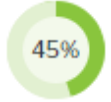
**Goal 4:** William David Surratt Elementary will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 2:** All faculty and staff will participate in targeted, appropriate professional development designed to further their craft.

**Evaluation Data Sources:** All faculty and staff will have participated in at least one professional development session each semester.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews                                                                                                             |     |     |           |
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| <p><b>Strategy 1:</b> Provide professional development and cover registration fees and dues for instructional staff in their respective areas of focus. These professional learning opportunities will be offered through the district, Region 19, and other approved providers. When appropriate, staff will also receive additional training and professional development opportunities, traveling out of town, when necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and effectiveness in respective areas.<br/>Further development of our counseling/PBIS/SEL program to support the career, social emotional and academic development of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Curriculum coaches<br/>Central Office Team</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$8,600, - 211 ESEA, TI A IMP - \$7,500, - 199 GENERAL FUND - 199 PIC 30 - \$1,500, - 214 TITLE I, ESF-FOCUSED SUPPORT GRANT - \$8,000, - 189 ESSER FUND BALANCE - \$8,000</p> | Formative                                                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Sept                                                                                                                | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  <p>30%</p> <p>Some Progress</p> |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                                                 |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Provide professional development, materials and supplies for all teachers to support student growth and success across all content area assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development is designed to strengthen teacher pedagogy and support the effective implementation of district materials and programs, with the goal of increasing student learning and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Curriculum coach<br/>Counselor<br/>Nurse</p> <p><b>ESF Levers:</b><br/>Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$17,700, - 199 GENERAL FUND - \$3,000</p>                                                                                                                                            | Formative                                                                                                               |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sept                                                                                                                    | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  <p>30%</p> <p>Some Progress</p>     |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                                                 |     |     |           |
| <p><b>Strategy 3:</b> Teachers will use TEKS-based planning to guide instruction, align resources, and assess student learning in each content area at the end of every nine weeks by grade level, allowing for more effective evaluation of instruction and student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be provided with data on student achievement levels and understanding of the student expectations for learning. This data will be used to assist in lesson planning and instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coaches, Administration, Grade Level Leads</p> <p><b>ESF Levers:</b><br/>Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$6,000, - 199 GENERAL FUND - \$8,000, - 203 STRONG FOUNDATIONS IMPLEMENTATION GRANT - \$30,000</p> | Formative                                                                                                               |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sept                                                                                                                    | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  <p>55%</p> <p>Moderate Progress</p> |     |     |           |

| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews                                                                                                             |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <p><b>Strategy 4:</b> The WDS Admin team will foster teacher empowerment and professional growth through structured Coaching Cycles, utilizing the Get Better Faster coaching model to provide targeted support and development.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted teacher support and coaching will enhance the delivery and instruction of HQIM, leading to improved student outcomes, increased academic growth, and higher assessment scores.</p> <p><b>Staff Responsible for Monitoring:</b> WDS Administrative team, to include curriculum coaches, will engage in coaching cycles with all teachers.</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building</p> <p><b>- Targeted Support Strategy</b></p> | Formative                                                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sept                                                                                                                | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  <p>45%</p> <p>Some Progress</p> |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                     |     |     |           |

**Goal 5:** William David Surratt Elementary will include parents, community, and business members in the education of all students.

**Performance Objective 1:** Incorporate the input of parents, community and business members in the decision-making process at the campus level.

**Evaluation Data Sources:** Parents, community members and business partners will participate in PTO, CIT and PAC committees to communicate ideas about WDS.

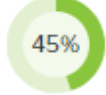
| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                                                                                                  |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Parents will have the opportunity to share their ideas and provide feedback on campus initiatives. The survey will also serve as a tool for collecting data on volunteer interest and gaining insight into what parents hope to see and learn from the campus throughout the year.<br><b>Strategy's Expected Result/Impact:</b> More Parental Involvement.<br><b>Staff Responsible for Monitoring:</b> ADMIN, Teachers, Counselors, PBIS lead<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems | Formative                                                                                                |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sept                                                                                                     | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  25%<br>Some Progress |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                             |                                                                                                          |     |     |           |

**Goal 5:** William David Surratt Elementary will include parents, community, and business members in the education of all students.

**Performance Objective 2:** Provide opportunities for parents to engage with the school through a variety of sessions, activities, and volunteer opportunities aligned with their interests and areas of support.

**High Priority**

**Evaluation Data Sources:** PFE Survey  
Attendance and signature sheets

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                                                               |     |     |           |
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| <p><b>Strategy 1:</b> We will provide all general supplies, services, hospitality, materials and extra-duty pay needed to run parent sessions and parent based campus activities. This will include contracted services to present to parents on various topics and reading materials for parents to encourage and support learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Building parental capacity benefits students and the school. Good communication between parents and teachers decreases absenteeism. Academic performance increases. Parental involvement helps improve student behavior in the classroom. Parental involvement improves teacher performance. Parents feel happier and more involved with their children's education.</p> <p><b>Staff Responsible for Monitoring:</b> ADMIN, Teachers, Counselors</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems<br/><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$7,390, - 189 ESSER FUND BALANCE - \$8,000</p> | Formative                                                                                                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sept                                                                                                                  | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  <p>45%</p> <p>Some Progress</p>   |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                                                               |     |     |           |
| <p><b>Strategy 2:</b> Provide parents with campus and district information on curriculum, policies and initiatives, and volunteer opportunities in order to promote parent involvement in campus committees such as Campus Improvement Committee (CIT), District Improvement Committee (DIC), Parent-Teacher Organization (PTO),.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher parental participation in campus committees.</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors</p> <p><b>ESF Levers:</b><br/>Lever 1: Planning and Performance Management through Strong Leadership</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative                                                                                                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sept                                                                                                                  | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  <p>30%</p> <p>Some Progress</p> |     |     |           |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                              |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 3:</b> Increase campus parental involvement and communication by providing PD for stakeholders.<br><b>Strategy's Expected Result/Impact:</b> Improved Student Behavior, Enhanced School Environment, Higher Student Achievement, Strengthened Parent-Teacher Relationships, and Support for Staff.<br>Implementing these strategies will not only boost parental involvement but also create a more supportive, well-rounded school environment where students, parents, and staff feel connected and empowered.<br><b>Staff Responsible for Monitoring:</b> Teachers, Admin, Staff<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$2,971 | Formative                                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sept                                                                                                 | Nov | Feb | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <br>Some Progress |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                      |     |     |           |

# State Compensatory

## Budget for William D. Surratt Elementary

**Total SCE Funds:** \$238,755.69

**Total FTEs Funded by SCE:** 11

### Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the Elementary School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Elementary campuses also fund a Technology Coach to assist teachers and students with integrating technology to support instructional needs. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

## Personnel for William D. Surratt Elementary

| <u>Name</u>                      | <u>Position</u>             | <u>FTE</u> |
|----------------------------------|-----------------------------|------------|
| ALMERAZ, MARIA                   | Instructional Aide          | 1          |
| CHAVEZ, DELIA                    | Instructional Aide          | 1          |
| CONTRERAS, RUBEN                 | Instructional Aide          | 1          |
| GARCIA, AMANDA                   | Instructional Aide (PIC 36) | 1          |
| GARIBAY, CYNTHIA                 | INST AIDE COMP LAB          | 1          |
| GOMEZ, RACHEL                    | Instructional Aide (PIC 36) | 1          |
| GUARDADO PAYAN, MONICA ELIZABETH | Instructional Aide          | 1          |
| HUERECA, VICTORIA                | Instructional Aide (PIC 36) | 1          |
| MENDEZ, MELISA                   | Instructional Aide (PIC 36) | 1          |
| REYES DE GARCIA, PATRICIA        | Instructional Aide          | 1          |
| RIVERA SANCHEZ, MARIA            | Instructional Aide          | 1          |

# Title I

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

### 1.1: Description of CNA Process

Our campus conducted the **Comprehensive Needs Assessment (CNA)** as a collaborative process to identify strengths, areas of need, and priorities for the 2026–2027 school year. The CNA process began during **summer 2026** and continued into the beginning of the school year, with the campus leadership team and key stakeholders meeting throughout the planning process and revisiting data as new information became available.

Stakeholders were selected to ensure representation from various campus perspectives and included **administrators, teachers, instructional support staff, special programs staff, and other campus stakeholders**. The team examined key areas including **student achievement, demographics, attendance, school processes and programs, staff quality and professional learning, and family/community engagement**.

Data sources were selected based on their ability to provide multiple measures of campus performance and student needs. These included **STAAR results, mCLASS and other early literacy data, district and campus assessments, attendance data, demographic and student-group data, discipline information, program data, walkthrough/observational data, and stakeholder feedback**. The team reviewed both quantitative and qualitative data, identified trends and performance gaps, determined root causes, and used the findings to establish campus priorities, goals, and strategies. The CNA will be **reviewed and updated throughout the school year** as additional data becomes available.

### 1.2: Location for Evidence of Multiple Meetings Held

Multiple opportunities are provided for stakeholders to participate in Campus Improvement Plan development through **meetings held each semester**, with **both in-person and online options** offered to maximize participation and accessibility. These meetings include structured agendas focused on campus data, identified needs, proposed strategies, and opportunities for stakeholder input and feedback.

Evidence of stakeholder engagement is maintained in the Crate.

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

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

The Campus Improvement Plan was developed following a timeline aligned to district and state requirements. During Spring 2026, the campus conducted a Comprehensive Needs Assessment (CNA) through scheduled data reviews in March, April, and May, engaging campus leadership, PLCs, instructional staff, and stakeholders. In Summer 2026, CNA findings were analyzed to identify priority needs, set measurable goals, and align strategies to ESSA and Texas accountability indicators. The Campus Improvement Plan was finalized prior to the start of the 2026-2027 school year and is monitored and updated throughout the year through PLC cycles, progress monitoring checkpoints, and leadership reviews.

### 2.2: Stakeholders 1114(b)(2)

Staff, families, and community members are actively involved in the development of the Campus Improvement Plan through ongoing, hands-on collaboration throughout the year. Campus staff contribute directly through **leadership team meetings, grade-level PLCs, instructional walks, data dives, and committee work**, where campus data is analyzed, needs are identified, and instructional and operational priorities are discussed and refined. Feedback from these groups directly informs the goals, strategies, and action steps included in the plan.

Family and community input is gathered through **parent surveys, family engagement events, campus committees, and stakeholder meetings**, with feedback focused on academic supports, communication, school climate, and student safety. This input is reviewed by campus leadership and incorporated into plan revisions prior to finalization.

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

The Campus Improvement Plan is made available to the district, parents, and the public in an understandable and accessible format. The plan is posted on the school website and is translated to ensure families can access the information in a language they understand. Key components of the plan are also shared during parent meetings, family engagement events, and campus communications, allowing stakeholders to review campus goals, priorities, and strategies and provide feedback as needed.

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

The Campus Improvement Plan is developed in coordination with federal, state, and local programs and services to ensure a comprehensive and aligned system of supports for students and families. Campus leadership collaborates closely with district departments, including Special Education, Bilingual/ESL, Counseling and Guidance, Health Services, Child Nutrition, and Federal Programs, to align instructional goals, student interventions, and compliance requirements.

The plan is intentionally integrated with early childhood programs, including Pre-K and Head Start partnerships, to support smooth transitions into kindergarten and ensure continuity of academic, social-emotional, and family supports. Coordination also occurs with behavior and safety initiatives, social-emotional learning supports, attendance interventions, and wellness services to address barriers to learning.

Additionally, the Campus Improvement Plan aligns with district improvement initiatives, including targeted supports for special populations and campuses engaged in continuous improvement activities. Community partnerships and family support services are leveraged to support student needs related to nutrition, safety, and overall well-being. These coordinated efforts ensure that academic instruction, behavioral supports, health services, and family engagement operate as a unified system focused on improving outcomes for all students.

## **2.5: Statutorily Required Descriptions 1114(b)(7)(A)**

Please see Title1Crate for the following documentation.

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

## **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

Please see Title1Crate for the following documentation.

# Title I Personnel

| <u>Name</u>      | <u>Position</u>    | <u>Program</u> | <u>FTE</u> |
|------------------|--------------------|----------------|------------|
| ALEJANDRA CASTRO | Instructional Aide | Title 1        | 1.0        |

# Campus Funding Summary

| 189 ESSER FUND BALANCE                      |           |          |                     |              |              |
|---------------------------------------------|-----------|----------|---------------------|--------------|--------------|
| Goal                                        | Objective | Strategy | Resources Needed    | Account Code | Amount       |
| 1                                           | 1         | 1        |                     |              | \$0.00       |
| 1                                           | 1         | 5        |                     |              | \$0.00       |
| 4                                           | 2         | 1        |                     |              | \$8,000.00   |
| 5                                           | 2         | 1        |                     |              | \$8,000.00   |
| Sub-Total                                   |           |          |                     |              | \$16,000.00  |
| 199 GENERAL FUND                            |           |          |                     |              |              |
| Goal                                        | Objective | Strategy | Resources Needed    | Account Code | Amount       |
| 1                                           | 1         | 1        |                     |              | \$80,000.00  |
| 1                                           | 1         | 5        | Classroom Materials | 199.11.63XX  | \$15,600.00  |
| 4                                           | 2         | 1        |                     |              | \$8,600.00   |
| 4                                           | 2         | 1        |                     | 199 PIC 30   | \$1,500.00   |
| 4                                           | 2         | 2        |                     |              | \$3,000.00   |
| 4                                           | 2         | 3        |                     |              | \$8,000.00   |
| Sub-Total                                   |           |          |                     |              | \$116,700.00 |
| 203 STRONG FOUNDATIONS IMPLEMENTATION GRANT |           |          |                     |              |              |
| Goal                                        | Objective | Strategy | Resources Needed    | Account Code | Amount       |
| 4                                           | 2         | 3        |                     |              | \$30,000.00  |
| Sub-Total                                   |           |          |                     |              | \$30,000.00  |
| 211 ESEA, TI A IMP                          |           |          |                     |              |              |
| Goal                                        | Objective | Strategy | Resources Needed    | Account Code | Amount       |
| 1                                           | 1         | 1        |                     |              | \$25,000.00  |
| 1                                           | 1         | 4        |                     |              | \$19,500.00  |
| 1                                           | 1         | 5        |                     |              | \$0.00       |
| 1                                           | 1         | 6        |                     |              | \$19,000.00  |
| 1                                           | 2         | 1        |                     |              | \$15,000.00  |
| 1                                           | 2         | 2        |                     |              | \$1,400.00   |

| 211 ESEA, TI A IMP                     |           |          |                  |              |              |
|----------------------------------------|-----------|----------|------------------|--------------|--------------|
| Goal                                   | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 1                                      | 3         | 2        |                  |              | \$5,000.00   |
| 4                                      | 2         | 1        |                  |              | \$7,500.00   |
| 4                                      | 2         | 2        |                  |              | \$17,700.00  |
| 4                                      | 2         | 3        |                  |              | \$6,000.00   |
| 5                                      | 2         | 1        |                  |              | \$7,390.00   |
| 5                                      | 2         | 3        |                  |              | \$2,971.00   |
| Sub-Total                              |           |          |                  |              | \$126,461.00 |
| 214 TITLE I, ESF-FOCUSED SUPPORT GRANT |           |          |                  |              |              |
| Goal                                   | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 1                                      | 1         | 4        |                  | 8,000        | \$0.00       |
| 4                                      | 2         | 1        |                  |              | \$8,000.00   |
| Sub-Total                              |           |          |                  |              | \$8,000.00   |
| 281 TITLE IV, PART A SSAEP             |           |          |                  |              |              |
| Goal                                   | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 1                                      | 2         | 3        |                  |              | \$6,200.00   |
| Sub-Total                              |           |          |                  |              | \$6,200.00   |