# Midland Independent School District

# Emerson Elementary

# 2026-2027 Campus Improvement Plan

**Accountability Rating: C**

# Mission Statement

EMERSON
roadrunners
RISE. GROW. EXCEL.
REACH OUR FULL POTENTIAL

# Vision

We will continue to build on strong teachers, student leadership, and high growth and achievement for all using opportunity culture, writing, and goal setting.

We will continue to build on strong teachers and high growth and achievement through an expanded support system, effective schedule, and a more strategic use of writing. We will continue to build on creating a strong culture of support for all to grow instructional practices and student growth through goal setting and progress tracking. We will continue to develop student leadership and ownership of growth and support.

# Value Statement

# CORE VALUES

- Respect
- Responsibility
- Courage
- Compassion
- Citizenship
- Honesty
- Diligence
- Fairness
- Integrity

# Table of Contents


Comprehensive Needs Assessment ..... 5
Demographics ..... 5
Student Learning ..... 11
School Processes & Programs ..... 18
Perceptions ..... 20
Priority Problem Statements ..... 22
Comprehensive Needs Assessment Data Documentation ..... 24
Goals ..... 26
Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law. ..... 26
Goal 2: The District and all Campuses maintain a B or above in Domain I of the Texas A-F Accountability System. ..... 79
Goal 3: 100% of students graduating college-, career-, or military- ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications. ..... 82
Goal 4: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS). ..... 84
Campus Funding Summary ..... 87
Policies, Procedures, and Requirements ..... 89

# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Emerson Elementary is a Pre-K to 6th grade campus. Our students bring many strengths and learning needs to school each day. The work at Emerson must be clear, we need to build strong relationships, have strong instruction, strong systems, and provide support for every student.

The 2025-2026 data shows that Emerson continues to perform at a high level. Students are showing growth in multiple grades and subjects, staff report positive experiences, and families are involved at school events. The data shows clear areas of growth. Math achievement must continue to to improve, MTSS procedures and support needs to be implemented to help support strong instruction, and instruction support will be provided to support more thinking, writing, and problem-solving for students.

Emerson has seen increased academic growth, strong TELPAS scores, positive staff culture. Next steps will include:

- Strengthen Tier 1 instruction practices by using Teach Like a Champion.
- Strengthen the use of data to support Tier 2 and Tier 3 interventions to improve achievement.
- Improve campus-wide MTSS procedures to improve school climate and student behavior.
- Strengthen math and reading achievement while increasing growth performance.
- Increase family participation and two-way communication.
- Maintain attendance above the district expectation and prevent attendance drops.

## 2025-2026 Fall PEIMS School Population

| School Population | Count | Percent |
|---|---|---|
| Student Total | 519 | 100.00% |
| EE | 2 | 0.39% |
| PK | 20 | 3.85% |
| KG | 63 | 12.14% |
| 01 | 68 | 13.10% |
| 02 | 72 | 13.87% |
| 03 | 67 | 12.91% |
| 04 | 71 | 13.68% |
| 05 | 83 | 15.99% |
| 06 | 73 | 14.07% |
| Not Enrolled on Snapshot (*Notes*) | 0 | |

## 2025-2026 Fall PEIMS Student Indicators

| | | |
|---|---|---|
| **Student Indicators** | | |
| At-Risk | 227 | 43.74% |
| Foster Care | 1 | 0.19% |
| IEP Continuer | 0 | 0.00% |
| Immigrant | 20 | 3.85% |
| Intervention Indicator | 65 | 12.52% |
| Migratory | 0 | 0.00% |
| Military Connected | 28 | 5.40% |
| Transfer In Students | 4 | 0.77% |
| Unschooled Asylee/Refugee | 0 | 0.00% |
| **Economic Disadvantage** | | |
| Economic Disadvantage Total | 266 | 51.25% |
| Free Meals | 224 | 43.16% |
| Reduced-Price Meals | 40 | 7.71% |
| Other Economic Disadvantage | 2 | 0.39% |
| **Homeless and Unaccompanied Youth** | | |
| Homeless Status Total | 20 | 3.85% |
| Shelter | 8 | 1.54% |
| Doubled Up | 12 | 2.31% |
| Unsheltered | 0 | 0.00% |
| Hotel/Motel | 0 | 0.00% |
| Not Unaccompanied Youth | 19 | 3.66% |
| Is Unaccompanied Youth | 1 | 0.19% |

## 2025-2026 Fall PEIMS Special Education Services

| Primary Disabilities | | |
|---|---|---|
| No Disability | 0 | 0.00% |
| Orthopedic impairment | 1 | 0.81% |
| Other health impairment | 15 | 12.20% |
| Auditory impairment | 1 | 0.81% |
| Visual impairment | 1 | 0.81% |
| Deaf-Blind | 0 | 0.00% |
| Intellectual disability | 9 | 7.32% |
| Emotional disturbance | 11 | 8.94% |
| Learning disability | 45 | 36.59% |
| Speech impairment | 30 | 24.39% |
| Autism | 8 | 6.50% |
| Developmental delay | 1 | 0.81% |
| Traumatic brain injury | 0 | 0.00% |
| Noncategorical early childhood | 1 | 0.81% |
| **Instructional Settings** | | |
| Speech Therapy | 30 | 24.39% |
| Homebound | 2 | 1.63% |
| Hospital Class | 0 | 0.00% |
| Mainstream | 18 | 14.63% |
| Resource Room | 64 | 52.03% |
| VAC | 0 | 0.00% |
| Off Home Campus | 0 | 0.00% |
| State School | 0 | 0.00% |
| Residential Care | 0 | 0.00% |
| Self Contained | 7 | 5.69% |
| Full-Time Early Childhood | 2 | 1.63% |
| Nonpublic Day School | 0 | 0.00% |

## 2025-2026 Fall PEIMS Staff Information

| Staff Information | | |
|---|---|---|
| Administrative Support | 9 | 19.57% |
| Teacher | 30 | 65.22% |
| Educational Aide | 7 | 15.22% |
| Auxiliary | 0 | 0.00% |

Emerson's yearly attendance for 2025-2026 was 93%. Attendance started strong in the first 6 weeks, at 94.7%. Attendance decreased over the 2nd-5th 6-week period and increased during the 6th 6-week period to 92%. The lowest average attendance by grade level was PreKindergarten at 90.4% and Kindergarten at 91.2%, while the highest was 3rd grade at 93%. When looking at our ethnic groups and attendance, Asian students have the highest yearly attendance at 97%. It is also noted that African American students had the lowest average attendance with 91.3%. There is no notable difference in attendance between males and females. When comparing our attendance across special population groups, the lowest yearly average attendance is among our homeless students at 88.3%, and the highest is among our military-connected students at 94.1%.

Emerson Elementary had 50 disciplinary incidents during the 2025-2026 school year. Discipline infractions based on ethnicity are as follows: Hispanic students had 26 disciplinary infractions, while students of two or more races had 4. White students had 12 incidents and Asian students had African American students had 8. Total special education incidents were 22, while general education students' incidents were 28. Emergent Bilingual students had 4 disciplinary incidents, while those who are economically disadvantaged had 28 incidents. Percentage of students reported for a disicplinary incideny by grade is as follows: PK: 0%, Kinder: 7.7% (4), 1st: 3.8% (2), 2nd: 7.7% (4), 3rd: 9.6% (5), 4th: 26.9% (14), 5th: 28.8% (15), 6th: 15.4% (8).

Emerson's teacher retention rate is 79.4%. Our teacher's years of experience for 2025-2026 is as follows:

| Years of Experience | 25-26 School Year | 24-25 School Year |
|---|---|---|
| Beginning Teachers | 3.3% | 1.1% |
| 1-5 Years Experience | 26.1% | 23.8% |
| 6-10 Years Experience | 35.8% | 35.4% |
| 11-20 Years Experience | 18.3% | 18.5% |
| 21-30 Years Experience | 18.3% | 18.5% |
| Over 30 years experience | 11.2% | 9.9% |

Average teacher experience at Emerson is 12 years. Emerson has 10 TIA teachers.

**Demographics Strengths**

- Emerson serves the student body with clear systems of support for ESL, special education, dyslexia, and intervention students.
- The campus has a strong staff culture that supports a strong staff foundation, including teachers, educational aides, special education staff, and administrative support.
- Emerson is focused on strategic staffing within our campus.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Emerson's two lowest-performing race/ethnicity groups are African American and Hispanic students.
**Root Cause:** Tier 2 and tier 3 intervention groups need more intention to support the achievement of these groups.

**Problem Statement 2 (Prioritized):** Emerson's attendance does not meet the district's expectations at 93%
**Root Cause:** An attendance system needs to be in place to help with targeted prevention, family communication, and celebrations.

**Problem Statement 3:** Emerson serves 23% of students who receive special education, speech, dyslexia, and other related services.
**Root Cause:** The campus must continue to strengthen collaboration between general education, special education, and intervention services.

**Problem Statement 4:** Emerson has 51% of students that are identified as economically disadvantaged. Many of these students require additional academic, social, and attendance support.
**Root Cause:** Support systems for behavior intervention, attendance, academic intervention are not in place to support this group of students.

## Student Learning

### Student Learning Summary

# Emerson 26-27 STAAR

| 6th Reading | |
|---|---|
| Approaches | 79% |
| Meets | 56% |
| Masters | 36% |
| | |
| 6th Math | |
| Approaches | 67% |
| Meets | 39% |
| Masters | 13% |
| | |
| 5th Reading | |
| Approaches | 69% |
| Meets | 38% |
| Masters | 7% |
| | |
| 5th Math | |
| Approaches | 76% |
| Meets | 35% |
| Masters | 11% |
| | |
| 5th Science | |
| Approaches | 62% |
| Meets | 30% |
| Masters | 10% |
| | |
| 4th Reading | |

| 6th Reading | |
|---|---|
| Approaches | 67% |
| Meets | 42% |
| Masters | 11% |
| | |
| 4th Math | |
| Approaches | 65% |
| Meets | 50% |
| Masters | 32% |
| | |
| 3rd Reading | |
| Approaches | 85% |
| Meets | 57% |
| Masters | 28% |
| | |
| 3rd Math | |
| Approaches | 87% |
| Meets | 65% |
| Masters | 38% |
| | |

| 26-27 STAAR | |
|---|---|
| 6th Reading | % Meets and Masters |
| Emergent Bilingual | 0% |
| Black/ African American | 0% |
| | |
| 6th Math | % Meets and Masters |
| Emergent Bilingual | 0% |
| Black/ African American | 0% |

| 26-27 STAAR | |
|---|---|
| | |
| 5th Reading | % Meets and Masters |
| Emergent Bilingual | 0% |
| Black/ African American | 14% |
| | |
| 5th Math | % Meets and Masters |
| Emergent Bilingual | 0% |
| Black/ African American | 14% |
| | |
| 5th Science | % Meets and Masters |
| Emergent Bilingual | 0% |
| Black/ African American | 29% |
| | |
| 4th Reading | % Meets and Masters |
| Emergent Bilingual | Currently No Students |
| Black/ African American | 50% |
| | |
| 4th Math | % Meets and Masters |
| Emergent Bilingual | Currently No Students |
| Black/ African American | 75% |
| | |
| 3rd Reading | % Meets and Masters |

| 26-27 STAAR | |
|---|---|
| Emergent Bilingual | 0% |
| Black/ African American | 33% |
| | |
| 3rd Math | % Meets and Masters |
| Emergent Bilingual | Currently No Students |
| Black/ African American | 0% |

# EOY iReady Growth:

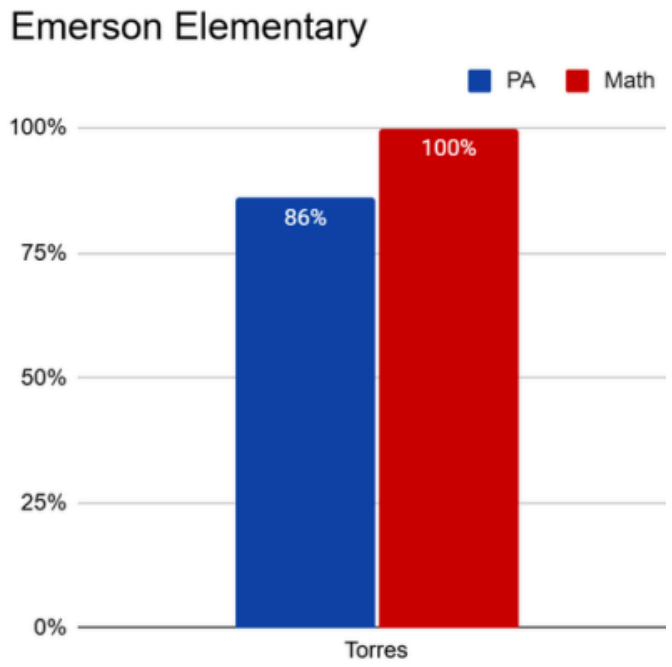
Reading

| | |
|---|---|
| Kinder | 80% |
| 1st | 54% |
| 2nd | 35% |
| 3rd | 87% |
| 4th | 47% |
| 5th | 38% |
| 6th | 41% |
| All Grades | 55% |

Math

| | |
|---|---|
| Kinder | 70% |
| 1st | 49% |
| 2nd | 28% |
| 3rd | 80% |
| 4th | 65% |
| 5th | 54% |
| 6th | 54% |
| All Grades | 57% |

Pre-K CLI Data




**Student Learning Strengths**

# 25-26 STAAR Student to Student Comparison

| | 2024-2025 | 2025-2026 |
|---|---|---|
| Reading | 5th | 6th |
| Approaches | 78% | 79% |
| Meets | 51% | 56% |
| Masters | 23% | 36% |
| | | |
| Math | 5th | 6th |
| Approaches | 74% | 67% |
| Meets | 49% | 39% |
| Masters | 23% | 13% |
| | | |
| Reading | 4th | 5th |

| | 2024-2025 | 2025-2026 |
|---|---|---|
| Approaches | 82% | 69% |
| Meets | 33% | 38% |
| Masters | 10% | 7% |
| | | |
| Math | 4th | 5th |
| Approaches | 73% | 76% |
| Meets | 44% | 35% |
| Masters | 22% | 11% |
| | | |
| Reading | 3rd | 4th |
| Approaches | 89% | 67% |
| Meets | 59% | 42% |
| Masters | 16% | 11% |
| | | |
| Math | 3rd | 4th |
| Approaches | 82% | 65% |
| Meets | 57% | 50% |
| Masters | 27% | 32% |

| 2025-2026 Overall STAAR Percentages | |
|---|---|
| Reading | |
| Approaches | 75% |
| Meets | 48% |
| Masters | 21% |
| | |
| Math | |
| Approaches | 74% |
| Meets | 47% |
| Masters | 24% |

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Reading and math achievement is not maintained from year to year.
**Root Cause:** Instructional practices that are working well are not fully shared and replicated across grade level teams.

**Problem Statement 2:** Some grade levels and subjects show stronger growth in math and reading.
**Root Cause:** Some grade levels are not using data-driven decision-making to identify student needs.

**Problem Statement 3:** Math achievement is not as strong as reaching achievement.
**Root Cause:** Tier 1 instruction is not consistent across all classrooms.

**Problem Statement 4 (Prioritized):** Primary grade levels growth and performance level are in the low ranges for iReady.
**Root Cause:** Instructional practices including internalization, planning, and data driven instruction are not consistently utilized.

**Problem Statement 5 (Prioritized):** Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers.
**Root Cause:** Ineffective targeted instructional support through differentiated instruction and progress monitoring.

**Problem Statement 6 (Prioritized):** PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis.
**Root Cause:** Lack of clear agendas, clear instructional priorities, and accountability for follow-through.

# School Processes & Programs

### School Processes & Programs Summary

Teachers have protected weekly time for collaboration to determine what students are expected to learn, how they will know if they learned it, and how we will respond if they don't or do, through PLC cycles. During PLCs, teachers will internalize and rehearse lessons to ensure effective Tier 1 instruction. Teachers will focus on data meetings that target instruction based on students' needs. Explicit systems will be created so that teachers can meet challenging state standards through intervention, in which students work in a small group with the teacher.

Teachers receive professional development at the district and campus levels throughout the school year. Campus-based professional development is based on campus trends gathered through SchoolMint. Professional development is aligned to Teach Like a Champion and ARCs with key look-fors. Professional Development may be delivered by the campus administration or instructional leaders who demonstrate exemplar status.

Opportunity Culture is another framework that allows teachers to reach more students through intervention, co-teaching, and modeling. Multi-Classroom Leaders are offered mentorship to team teachers, allowing the team teachers to have job-embedded support while students receive high-level instruction from the multi-classroom teacher. This framework helps Emerson provide high-quality Tier 1 or intervention support to students who need targeted support.

There is a need to refine some disciplinary procedures for students. As noted previously, there has been an increase in disciplinary incidents among incoming 5th- and 6th-grade students. Emphasis is needed on character lessons, iLead, and MTSS/PBIS practices. As a BSC campus, we must apply various behavioral strategies to support our students' integration into the general education environment.

Emerson Elementary also ensures safety through monthly and quarterly campus-level drills. Emerson has Centegix, a district-wide system, to alert administration if staff members need help or if a lockdown is required. Staff use this system effectively throughout the year. Emerson takes feedback from the district safety department to increase our protocols and create a safe environment for students.

Emerson uses our instructional leadership team to evaluate instructional practices, assess student learning trends, and to develop strategic plans that align to campus goals, which we display publicly.

### School Processes & Programs Strengths

Teachers have protected time for collaboration to determine what students need to know, how they will show it, how we will respond if they don't, and how we will respond if they do. Teachers develop assessments that provide feedback on student outcomes.

Emerson has an Opportunity Culture framework on campus that provides teachers with proven student outcomes to mentor, model, coach, and co-teach, enabling them to reach more students and develop team members.

The Emerson administration uses instructional leaders to develop and implement strategic plans to achieve campus goals.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Inconsistent Tier 1 instruction across classrooms.
**Root Cause:** There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies.

**Problem Statement 2 (Prioritized):** Data is not used consistently to monitor and adjust instruction to ensure growth and achievement.
**Root Cause:** The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups.

**Problem Statement 3 (Prioritized):** Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement.
**Root Cause:** There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place.

**Problem Statement 4 (Prioritized):** Teach Like a Champion teaching practices are not used consistently on campus.
**Root Cause:** Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques.

**Problem Statement 5:** At the end of Pre-K, 14% of students have not yet demonstrated mastery of phonological awareness skills.
**Root Cause:** Students are not consistently receiving targeted intervention to achieve mastery.

# Perceptions

**Perceptions Summary**

According to the 2025-2026 Spring School Quality Survey Data, parents expressed concern about communication between the school and families. Parents expressed concerns about receiving timely responses from teachers and administrators, communication about student learning and academic expectations, notifications of safety or health concerns, and information to help families support learning at home. Families also identified concerns related to large class sizes, additional support for students and teachers, accessibility, responsiveness to staff, and opportunities such as after-school programs. Parents would like consistent two-way communication, family engagement, responses to concerns, and addtional student and teacher support.

According to the 2025-2026 Staff Climate Survey Data, staff concerns were identified regarding student behavior and safety, staff and classroom support, numerous administrative transitions, and a lack of consistency in campus expectations. Staff reported that challenging student behaviors, large class sizes, and limited personnel have affected both the learning environment and feelings of safety. Additionally, frequent administrative changes and the absence of a full-time principal contributed to concerns about inconsistent expectations, staff workload, discipline procedures, and timely administrative support. Staff would like clear, consistent campus-wide expectations, strong behavior and safety systems, additional support for teachers and students, improved administrative visibility, and rebuilding staff relationships and campus culture.

According to the 2025-2026 Student Climate Survey Data, students reported areas of improvement include interactions between peers, bullying, consistent and fair expectations, responses to student concerns, and campus safety. Some students reported experiences with bullying, fighting, students being unkind, or feeling that adults did not always respond quickly or consistently to concerns. Students also expressed desire for cleaner restrooms, more field trips and engaging activities, and improvements to recess and campus routines.

**Perceptions Strengths**

Emerson families reported a strong appreciation for Emerson, highlighting teachers who demonstrate care for students, enjoy their work, and contribute to a positive school atmosphere. Staff describe Emerson as a friendly campus with knowledgeable and caring teachers who have strong relationships with students and families, supportive PTA involvement, and a commitment to providing students with a quality education. Emerson students report having a positive connection to their school, teachers, and peers. Students frequently described Emerson as a good, fun, and welcoming school. Students shared they enjoy their friendships, teachers, learning experiences, recess, sports, and other school activities. 6th-grade students who are named Roadrunners will continue to welcome students to school each day. The school store will reward students for positive behavior. While working with the PTA, there will be family nights throughout the year.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parent ratings remain positive overall, but results show room for improvement related to communication regarding student progress.
**Root Cause:** A system or procedures for staff to share student progress is not in place.

**Problem Statement 2 (Prioritized):** Safety, security, and student behavior are areas of concern for parents and staff.
**Root Cause:** Student behavior systems are not clear and consistent between teachers and admin.

**Problem Statement 3:** Parents state the campus has caring teachers, positive relationships, and a welcoming environment, yet there are still concerns related to communication and consistency with discipline.
**Root Cause:** Communication may not always feel consistent, timely, or two-way for all families.

**Problem Statement 4 (Prioritized):** Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments.
**Root Cause:** Student behavior systems are not consistent or clear on campus.

# Priority Problem Statements

**Problem Statement 1**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers.
**Root Cause 1**: Ineffective targeted instructional support through differentiated instruction and progress monitoring.
**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis.
**Root Cause 2**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through.
**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: Primary grade levels growth and performance level are in the low ranges for iReady.
**Root Cause 3**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized.
**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: Emerson's attendance does not meet the district's expectations at 93%
**Root Cause 4**: An attendance system needs to be in place to help with targeted prevention, family communication, and celebrations.
**Problem Statement 4 Areas**: Demographics

**Problem Statement 5**: Inconsistent Tier 1 instruction across classrooms.
**Root Cause 5**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies.
**Problem Statement 5 Areas**: School Processes & Programs

**Problem Statement 6**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement.
**Root Cause 6**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups.
**Problem Statement 6 Areas**: School Processes & Programs

**Problem Statement 7**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement.
**Root Cause 7**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place.
**Problem Statement 7 Areas**: School Processes & Programs

**Problem Statement 8**: Teach Like a Champion teaching practices are not used consistently on campus.
**Root Cause 8**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques.

**Problem Statement 8 Areas**: School Processes & Programs

**Problem Statement 9**: Safety, security, and student behavior are areas of concern for parents and staff.
**Root Cause 9**: Student behavior systems are not clear and consistent between teachers and admin.
**Problem Statement 9 Areas**: Perceptions

**Problem Statement 10**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments.
**Root Cause 10**: Student behavior systems are not consistent or clear on campus.
**Problem Statement 10 Areas**: 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

**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
- Other PreK - 2nd grade assessment data

**Student Data: Student Groups**

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

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 1:** The percentage of PreK students performing at grade in ELAR will increase from 86% to 100% by 2030.

**Evaluation Data Sources:** CIL Assessment

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Strengthen Pre-K ELAR instruction by supporting teachers in designing daily lessons that build phonological awareness through rhyming, syllables, sound recognition, and blending and segmenting sounds, while strengthening oral language, vocabulary, and comprehension.<br>**Strategy's Expected Result/Impact:** Pre-K teachers will implement high-quality, developmentally appropriate phonological awareness instruction focused on rhyming, syllables, sound recognition, blending, and segmenting to increase student mastery and prepare students for future reading success.<br>**Staff Responsible for Monitoring:** Administration and Mentor Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 5 - School Processes & Programs 2<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Pre-K teachers will participate in monthly collaborative professional learning with district Early Childhood leaders to strengthen instructional practices in early language, literacy, and mathematics.<br>**Strategy's Expected Result/Impact:** Students will learn in a safe, structured, and respectful classroom environment where teachers are equipped with evidence-based instructional and behavior strategies that promote student engagement and improve academic outcomes.<br>**Staff Responsible for Monitoring:** Administrators, Mentor Teachers<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 5, 6 - School Processes & Programs 1, 2, 3, 4 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 5, 6 - School Processes & Programs 1, 2, 3, 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

## Student Learning

**Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring.

**Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through.

## School Processes & Programs

**Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies.

**Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups.

**Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place.

**Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 2:** The percentage of PreK students performing at grade level in Math will remain at 100% by 2030.

**Evaluation Data Sources:** CIL Assessment

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Strengthen Pre-K mathematics instruction by supporting teachers in planning engaging daily lessons that build number sense, mathematical thinking, vocabulary, and problem-solving through developmentally appropriate, hands-on learning.<br>**Strategy's Expected Result/Impact:** Pre-K teachers will implement high-quality, developmentally appropriate mathematics instruction that supports students' growth in number sense, mathematical vocabulary, reasoning, and problem-solving, preparing them for future success in mathematics.<br>**Staff Responsible for Monitoring:** Administrators and Mentor Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Pre-K teachers will participate in monthly collaborative professional learning with district Early Childhood leaders to strengthen instructional practices in early language, literacy, and mathematics.<br>**Strategy's Expected Result/Impact:** Students will learn in a safe, structured, and respectful classroom environment where teachers are equipped with evidence-based instructional and behavior strategies that promote student engagement and improve academic outcomes.<br>**Staff Responsible for Monitoring:** Administrators and Mentor Teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

## Student Learning

**Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized.

**Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring.

**Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through.

## School Processes & Programs

**Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies.

**Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups.

**Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place.

**Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques.

## Perceptions

**Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus.

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 3:** The percentage of Kinder students performing at grade in ELAR will increase from 76% to 100% by 2030.

**Evaluation Data Sources:** iReady

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4 - School Processes & Programs 1, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4 - School Processes & Programs 1, 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 3 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 4:** The percentage of Kinder students performing at grade level in Math will increase from 72% to 90% by 2030.

**Evaluation Data Sources:** iReady

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 4 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 5:** The percentage of 1st-grade students performing at grade level in ELAR will increase from 49% to 75% by 2030.

**Evaluation Data Sources:** iReady

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 5 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 6:** The percentage of 1st-grade students performing at grade level in Math will increase from 37% to 75% by 2030.

**Evaluation Data Sources:** iReady

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2, 3 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 6 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 7:** The percentage of 2nd-grade students performing at grade level in ELAR will increase from 63% to 75% by 2030.

**Evaluation Data Sources:** iReady

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $58,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2, 3 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 7 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 8:** The percentage of 2nd-grade students performing at grade level in Math will increase from 59% to 75% by 2030.

**Evaluation Data Sources:** iReady

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2, 3 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 8 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 9:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 57% to 80% by 2030.

**High Priority**

**Evaluation Data Sources:** STAAR ELA

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 9 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 10:** The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 58% to 85% by 2030.

**High Priority**

**Evaluation Data Sources:** STAAR Math

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 10 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 11:** The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 32% to 75% by 2030.

**High Priority**

**Evaluation Data Sources:** STAAR ELA

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 11 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 12:** The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 46% to 75% by 2030.

**High Priority**

**Evaluation Data Sources:** STAAR Math

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 12 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 13:** The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 51% to 75% by 2030.

**High Priority**

**Evaluation Data Sources:** STAAR ELA

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 13 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 14:** The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 49% to 75% by 2030.

**High Priority**

**Evaluation Data Sources:** STAAR Math

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 14 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 15:** The percentage of 5th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 24% to 75% by 2030.

**High Priority**

**Evaluation Data Sources:** STAAR Science

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 15 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 16:** The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 56% to 85% by 2030.

**High Priority**

**Evaluation Data Sources:** STAAR ELA

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 16 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 17:** The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 29% to 75% by 2030.

**High Priority**

**Evaluation Data Sources:** STAAR Math

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Campus instructional leaders will deliver targeted professional development and coaching to support teachers in implementing best practices to create positive classroom cultures, increase student engagement, maximize instructional time, and improve academic outcomes.<br>**Strategy's Expected Result/Impact:** Students will experience safe, positive, and productive learning environments that promote engagement, maximize instructional time, and support increased academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide data cycle in which teachers collaboratively analyze student work, identify patterns of misconceptions, determine the root causes of learning gaps, and develop, implement, and monitor instructional action plans to improve student outcomes.<br>**Strategy's Expected Result/Impact:** Through collaborative data analysis and instructional planning, teachers will implement targeted interventions and sustainable instructional practices that increase student learning and achievement.<br>**Staff Responsible for Monitoring:** Administrators and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Strengthen Tier I instruction by utilizing PLCs to collaboratively plan TEKS-aligned lessons using high-quality instructional materials, identify effective instructional strategies, develop rigorous exemplar responses, anticipate student misconceptions, and design engaging learning experiences that promote high levels of student thinking and achievement.<br>**Strategy's Expected Result/Impact:** Teachers will plan and deliver rigorous, engaging, standards-aligned instruction that incorporates high-quality instructional materials, evidence-based teaching strategies, and strong exemplar responses, resulting in increased student engagement, deeper understanding, and improved academic achievement.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 17 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |
| **Perceptions** |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 1:** Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

**Performance Objective 18:** The percentage of dyslexia students who meet or exceed grade-level expectations will increase by 5% points on district and state assessments

**Evaluation Data Sources:** STAAR, District Benchmarks

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Provide daily, evidence-based small-group interventions targeting phonological awareness, decoding, and fluency.<br>**Staff Responsible for Monitoring:** Dyslexia teacher, classroom teacher, principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Ensure identified students consistently receive and use their dyslexia accommodations in all instructional settings.<br>**Staff Responsible for Monitoring:** Dyslexia teacher, Classroom Teachers, and Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 18 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |

**Goal 2:** The District and all Campuses maintain a B or above in Domain I of the Texas A-F Accountability System.

**Performance Objective 1:** Emerson Elementary will increase its campus accountability rating from 75 to 80 by June 2026.

**High Priority**

**Evaluation Data Sources:** Texas Rating

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Emerson's instructional leadership team will provide training, ongoing feedback, and coaching to teachers to ensure the effective use of instructional materials and research-based teaching strategies.<br>**Staff Responsible for Monitoring:** Instructional Leadership Team, Administration<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Teachers will use data sources such as benchmark tests, common formative assessments, and daily data collection to plan interventions and enrichments to ensure students maintain growth and achievement.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Emerson's instructional leadership team will provide training and ongoing support to teachers to implement Teach Like a Champion practices that help establish and maintain a strong classroom culture, maximize instructional time, and improve student outcomes.<br>**Staff Responsible for Monitoring:** Emerson Instructional Leadership Team, Administration<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Student Learning 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |

## Perceptions

**Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus.

**Goal 3:** 100% of students graduating college-, career-, or military- ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

**Performance Objective 1:** By May 2026, provide each student with age-appropriate college- and career-readiness experiences that build students' awareness of future opportunities by integrating career exploration, goal setting, leadership, and real-world connections into daily instruction, helping every student develop a vision for lifelong success.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Emerson Elementary will host a campus-wide Career Day to introduce students to a variety of college, career, and military pathways. Community members will engage students through interactive presentations and hands-on activities that connect classroom learning to future opportunities.<br>**Staff Responsible for Monitoring:** Counselor<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>- **TEA Priorities:**<br>Connect high school to career and college<br>- **ESF Levers:**<br>Lever 3: Integrated Student Support Systems<br>**Problem Statements:** Demographics 2 - Perceptions 2, 4 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Implement a campus-wide "Go Get It Week" to build college, career, and military awareness through themed daily activities, classroom lessons, guest speakers, dress-up days, and goal-setting opportunities. Students will explore future pathways, connect their learning to real-world careers, and develop aspirations for lifelong success.<br>**Staff Responsible for Monitoring:** Counselor<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>- **TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>- **ESF Levers:**<br>Lever 3: Integrated Student Support Systems<br>**Problem Statements:** Demographics 2 - Perceptions 2, 4 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** Implement monthly Civics and Citizenship activities that promote leadership, responsibility, respect, service, and good character. Students will participate in age-appropriate lessons, service projects, and school-wide activities that encourage them to become responsible, engaged citizens within their school and community.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**Problem Statements:** Demographics 2 - Perceptions 2, 4 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: Emerson's attendance does not meet the district's expectations at 93% **Root Cause**: An attendance system needs to be in place to help with targeted prevention, family communication, and celebrations. |

| Perceptions |
|---|
| **Problem Statement 2**: Safety, security, and student behavior are areas of concern for parents and staff. **Root Cause**: Student behavior systems are not clear and consistent between teachers and admin. |
| **Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus. |

**Goal 4:** All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

**Performance Objective 1:** The percentage of students who are taught by a high-quality teacher who is rigorously coached and evaluated on the Board's adopted Student Outcomes will increase from 58% to 75%.

**High Priority**

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** By the end of the 2026-2027 school year, 100% of PLC teams at Emerson will have a "3-Refinement" or "4-Internalized" rating on the PLC implementation rubric.<br>**Staff Responsible for Monitoring:** Instructional Leadership Team, Administration<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems<br>**Problem Statements:** Student Learning 6 - School Processes & Programs 1, 2<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** The Emerson Instructional Leadership Team will support staff in providing high-quality Tier 1 instruction by guiding teachers during PLC to identify and unpack essential standards, develop strong lesson internalizations, and plan engaging, student-centered learning experiences.<br>**Staff Responsible for Monitoring:** Instructional Leadership Team, Administration<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing<br>**Problem Statements:** Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 3:** The instructional leadership team will conduct weekly observation and feedback cycles to provide actionable feedback related to campus instructional goals.<br>**Staff Responsible for Monitoring:** Administration and Instructional Leadership Team<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing<br>**Problem Statements:** Student Learning 4, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 4<br>**Funding Sources:** - 211 Title 1 - $59,338 | | | | |

No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 4**: Primary grade levels growth and performance level are in the low ranges for iReady. **Root Cause**: Instructional practices including internalization, planning, and data driven instruction are not consistently utilized. |
| **Problem Statement 5**: Special Education, Emergent Bilingual, and other at-risk student groups demonstrate lower levels of academic achievement compared to peers. **Root Cause** : Ineffective targeted instructional support through differentiated instruction and progress monitoring. |
| **Problem Statement 6**: PLCs are not consistently utilized as a focus for collaborative planning time, lesson preparation, and data analysis. **Root Cause**: Lack of clear agendas, clear instructional priorities, and accountability for follow-through. |
| **School Processes & Programs** |
| **Problem Statement 1**: Inconsistent Tier 1 instruction across classrooms. **Root Cause**: There is not a clear system for identifying, modeling, practicing, and monitoring instructional strategies. |
| **Problem Statement 2**: Data is not used consistently to monitor and adjust instruction to ensure growth and achievement. **Root Cause**: The current system for collecting data is in place, however the data is not used to adjust instruction or plan intervention groups. |
| **Problem Statement 3**: Observation, feedback, and coaching on classroom instruction is not supporting strong classroom instruction which impact student growth and achievement. **Root Cause**: There is not clarity of the observation, feedback, and coaching occuring on campus. Protected coaching structures need to be in place. |
| **Problem Statement 4**: Teach Like a Champion teaching practices are not used consistently on campus. **Root Cause**: Teachers do not have a clear understanding and knowledge of the Teach Like a Champion practices and techniques. |

## Perceptions

**Problem Statement 4**: Parents and staff report that behaviors on campus impact instructional time and the classroom learning environments. **Root Cause**: Student behavior systems are not consistent or clear on campus.

# Campus Funding Summary

| 211 Title 1 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $59,338.00 |
| 1 | 1 | 3 | | | $59,338.00 |
| 1 | 2 | 1 | | | $59,338.00 |
| 1 | 3 | 1 | | | $59,338.00 |
| 1 | 3 | 3 | | | $59,338.00 |
| 1 | 4 | 1 | | | $59,338.00 |
| 1 | 4 | 2 | | | $59,338.00 |
| 1 | 4 | 3 | | | $59,338.00 |
| 1 | 5 | 1 | | | $59,338.00 |
| 1 | 5 | 3 | | | $59,338.00 |
| 1 | 6 | 1 | | | $59,338.00 |
| 1 | 6 | 3 | | | $59,338.00 |
| 1 | 7 | 1 | | | $58,338.00 |
| 1 | 7 | 3 | | | $59,338.00 |
| 1 | 8 | 1 | | | $59,338.00 |
| 1 | 8 | 3 | | | $59,338.00 |
| 1 | 9 | 1 | | | $59,338.00 |
| 1 | 9 | 3 | | | $59,338.00 |
| 1 | 10 | 1 | | | $59,338.00 |
| 1 | 10 | 3 | | | $59,338.00 |
| 1 | 11 | 1 | | | $59,338.00 |
| 1 | 11 | 3 | | | $59,338.00 |
| 1 | 12 | 1 | | | $59,338.00 |
| 1 | 12 | 3 | | | $59,338.00 |
| 1 | 13 | 1 | | | $59,338.00 |
| 1 | 13 | 3 | | | $59,338.00 |

| 211 Title 1 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 14 | 1 | | | $59,338.00 |
| 1 | 14 | 3 | | | $59,338.00 |
| 1 | 15 | 1 | | | $59,338.00 |
| 1 | 15 | 3 | | | $59,338.00 |
| 1 | 16 | 1 | | | $59,338.00 |
| 1 | 16 | 3 | | | $59,338.00 |
| 1 | 17 | 1 | | | $59,338.00 |
| 1 | 17 | 3 | | | $59,338.00 |
| 2 | 1 | 1 | | | $59,338.00 |
| 2 | 1 | 3 | | | $59,338.00 |
| 4 | 1 | 1 | | | $59,338.00 |
| 4 | 1 | 2 | | | $59,338.00 |
| 4 | 1 | 3 | | | $59,338.00 |
| | | | | **Sub-Total** | $2,313,182.00 |
| | | | | **Budgeted Fund Source Amount** | $60,000.00 |
| | | | | **+/- Difference** | -$2,253,182.00 |
| | | | | **Grand Total Budgeted** | $60,000.00 |
| | | | | **Grand Total Spent** | $2,313,182.00 |
| | | | | **+/- Difference** | -$2,253,182.00 |

# Policies, Procedures, and Requirements

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

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|---|---|---|---|---|
| Bullying Prevention | Student Services- Geta Mitchell | 3/19/2026 | Erin Bueno | 7/17/2025 |
| Child Abuse and Neglect | | | Erin Bueno | 7/17/2025 |
| Coordinated Health Program | Seybert | | Erin Bueno | 7/17/2025 |