Joshua Independent School District

Caddo Grove Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 22, 2026 at 10:23 AM

Mission Statement

We believe in giving all children an opportunity to achieve their goals and succeed in a safe and positive learning environment.

Vision

Joshua ISD will be a highly acclaimed model of educational excellence.

Value Statement

Caddo Grove Elementary provides a safe and orderly environment.

Caddo Grove Elementary students set goals and achieve high levels of success.

Caddo Grove Elementary effectively and efficiently manages resources to promote student success.

Caddo Grove Elementary is a source of pride and unity for students, staff, parents, and community.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 11

Perceptions 14

Priority Problem Statements 16

Data Documentation for CNA 21

Improvement Planning Data 22

Accountability Data 22

Student Data: Assessments 22

Student Data: Student Groups 23

Student Data: Behavior and Other Indicators 23

Employee Data 24

Parent/Community Data 24

Support Systems and Other Data 24

Goals 25

Goal 1 : Joshua ISD will provide safe schools for students and staff. 26

Goal 2 : Joshua ISD will ensure that every child is prepared for success in college, ... 33

Goal 3 : Joshua ISD will provide effective and efficient use of personnel, materials, ... 47

State Compensatory Education 51

Personnel for Caddo Grove Elementary 52

Title I Summary 53

Title I 54

Committees 55

Campus Leadership Team 56

Members 56

Funding Summary 57

199 State Compensatory Education (SCE) 58

211 Title I, Part A 58

263 Title III, LEP 58

Early Education 59

Dyslexia 59

Policies, Procedures, and Requirements 60

Comprehensive Needs Assessment

Demographics

Summary

Caddo Grove Elementary School was named based on the history of its location. This area was once a small community known as Caddo Grove, Texas and was located eight miles northeast of Cleburne in north-central Johnson County. J.R. McKinsey, an area pioneer, operated a small school from his home in the area that was founded in 1854. After the Civil War, McKinsey expanded the town with additional businesses and a private school called Caddo Grove Academy. By 1847, fifty-three students enrolled in the school. In February, 1868, the school became public and was called Caddo Grove Seminary. It became recognized as the most prestigious school on the northern frontier of Texas. The railroad was established in 1881 in the nearby town of Joshua, causing the town of Caddo Grove to become abandoned. Caddo Grove Elementary, which was established in 2005, is a Continuous Improvement Campus who involves stakeholders in decision making process through campus committees and annual climate surveys.

The campus is serving a rapidly growing population and strives to provide a variety of quality educational opportunities in an outstanding instructional program for pre-kindergarten through fifth grade. CGE instructional programs are designed to meet individual needs and maximize student success. CGE employees a staff of approximately 58 (teachers, aides, librarians, counselors, administration). The average years of experience for teachers is 9.6. Programs for special populations include: At-Risk, Title 1, Emergent bilingual, Bilingual Education, Gifted and Talented, and Special Education.

The campus demographic profile is as follows:

White - 34.67%
Hispanic - 59.63%
African American - 1.34%
Other - 1.52%
Economically Disadvantaged - 69.35%
Bilingual/ESL - 37.86%
At-Risk - 69.68%
GT - 1.34%
Special Education - 21.78%

Section 504 - 1.51%

Dyslexia - 6.87%
Attendance - 95.1%

Strengths

Based on the 2025–26 accountability report for Caddo Grove Elementary, demographic strengths in Domain 1 (Student Achievement) were led by Asian students earning a 100% Approaches rate across all subjects, former Special Education students reaching 90% Approaches overall, and Gifted and Talented students scoring 100% across all performance tiers. For Domain 2 (School Progress), both African American and Asian student groups posted perfect 100% Academic Growth scores in Reading/Language Arts (RLA) and Mathematics, while former Special Education students achieved a 100% growth score in Math. Campus-wide progress was further reflected in a raw Academic Growth score of 61, outperforming several peer campuses across Texas. In Domain 3 (Closing the Gaps), Caddo Grove Elementary demonstrated broad success by meeting state RLA growth targets across nearly every evaluated student group, including Economically Disadvantaged, Emergent Bilingual, and Special Education populations. Finally, Caddo Grove Elementary established complete testing equity across all demographic categories by achieving a 100% participation rate in both RLA and Mathematics.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Caddo Grove Elementary is approaching capacity causing scheduling constraints, larger class sizes, and inability to add courses or sections. The campus has a capacity of 646 students and based on demographic studies will reach capacity in 26-27.	Significant growth in JISD and difficulty passing a bond.
2 ★	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.
3 ★	The average years of experience for teachers at CGE is 9.6, which is below the district (12.2 years) and below the state (11 years).	Teachers are leaving the profession across the state and nation. CGE has a large turnover rate.
4 ★	Caddo Grove has a large special education population (22%).	Tier 1 instruction is not rigorous and consistent to meet grade level TEKS.
5 ★	Caddo Grove is 69% economically disadvantaged, which is the largest percentage in the district.	The campus boundaries.

★ = Priority

Student Learning

Summary

Based on the 2026 STAAR data. Caddo Grove Elementary students achieved the following passing rates and 100% of our school participated in testing.

Approaches Grade Level **Masters Grade Level** **Meets Grade Level**

Reading - 73% **Reading - 15%** **Reading - 39%**

- Hispanic - 72% Hispanic - 17% Hispanic - 34%
- White - 74% White - 11% White - 46%
- Economically Disadvantaged - 69% Economically Disadvantaged - 29% Economically Disadvantaged 13%
- EB - 77% EB - 17% EB - 33%

Approaches Grade Level **Masters Grade Level** **Meets Grade Level**

- **Math - 62%** **16%** **35%**
- Hispanic - 60% Hispanic - 13% Hispanic - 34%
- White - 64% White -21% White - 35%
- Economically Disadvantaged -55% Economically Disadvantaged -26% Economically Disadvantaged -9% Economically Disadvantaged
- EB - 57% EB - 8% EB - 29%

Approaches Grade Level **Masters Grade Level** **Meets Grade Level**

Science - 72% **25%** **53%**

- Hispanic - 67% Hispanic - 21% Hispanic -48%
- White - 65% White- 30% White - 63%
- Economically Disadvantaged - 71% Economically Disadvantaged 45% Economically Disadvantaged 18% Economically
- EB - 67% EB 10% EB 48%

Strengths

Caddo Grove Elementary demonstrated growth across several grade-level content areas on the 2026 STAAR assessments. The strongest areas of growth were seen in **5th-grade Science, 5th-grade RLA, and 4th-grade RLA**. In 5th-grade Science, Approaches increased from 58% to 72%, Meets increased from 14% to 53%, and Masters increased from 1% to 26%, demonstrating significant growth across all performance levels. In 5th-grade RLA, CGE increased from 70% to 74% at Approaches, from 40% to 45% at Meets, and from 10% to 22% at Masters. Fourth-grade RLA also demonstrated significant growth, with Approaches increasing from 68% to 79%. Additionally, 5th-grade Math increased at the Approaches level from 68% to 72%, while 3rd-grade Math showed growth at the Masters level, increasing from 12% to 14%. These results demonstrate that CGE has instructional practices and systems that are producing positive results in several content areas, particularly in moving students toward higher levels of achievement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Domain 1 Student Achievement overall is below district expectations in reading and math. All tests Reading 73% app, 39% meets, 15 % master, below district expectations Math 62% app, 35%, meets, 16% master, below district expectations	Tier 1 instruction is not rigorous.
2 ★	Domain 2 CGE earned 196 out of 334 total points, resulting in a 68 in Domain 2, which is a decrease from 2025 of 76.	Tier 1, 2, and 3 instruction does not meet student needs.
3 ★	Domain 3 Academic achievement for RLA CGE did not meet the 2026 target in 4 accountability groups of all students, Hispanic, white, and high focus. Academic achievement for Math CGE did not meet the 2026 target in 4 accountability groups of all students, hispanic, white, and high focus. Academic growth status for Math CGE did not meet the 2026 target in 4 accountability groups of all students, hi	Tier 1, 2, and 3 is not targeted to student needs.
4 ★	TELPAS results in 2026, CGE earned zero out of 4 possible points.	Summit K-12 is not utilized with fidelity.
5 ★	Domain 3 Student success for CGE did not meet the 2026 target in 4 accountability groups of all students, Hispanic, white, and high focus. (only 1 point meaning approaching the target)	Tier 1, 2, and 3 is not targeted to student needs.

6 ★	Domain 3 Federal Accountability CGE is 1 year away from targeted support in the special ed category.	Tier 1 instruction and co-teach model implementation
7 ★	Attendance score in 2026 resulted in CGE is in Quartile 2.	Attendance procedures
8 ★	CGE did not earn 5 out of the 6 distinctions eligible for elementary campuses.	Attendance, Tier 1 instruction

★ = Priority

School Processes & Programs

Summary

Caddo Grove Elementary is a Continuous Improvement campus with a focus on training staff in the systematic approach model along with providing support to staff. The Continuous Improvement model provides systematic alignment using campus and classroom System Level Checks. CGE employs teachers who are ESL certified and who meet all certification requirements in their academic teaching area. Academic teachers have certifications in Gifted and Talented. Our Pre-Kindergarten program is a full day program with teachers who meet the criteria of a High Quality Pre-Kindergarten program. Implementation and alignment of Professional Learning Communities (PLC) is a focus campus wide with ongoing training to support all staff. The goals of PLC are to create a vertical alignment of skills with aligned common assessments to drive instruction and student achievement. Students who are not making adequate progress are targeted through response to intervention (RTI) programs. Students who are making adequate progress are being challenged in extension groups to support students earning the masters level on STAAR tests through response to intervention. CGE is focused on post-secondary readiness to ensure graduates are prepared to enter college, a career or military. The campus has a comprehensive technology program that gives all students and staff access to various devices. All teachers use instructional technology and strategies to enhance the learning environment.

Strengths

1. Continuous Improvement procedures are documented and systematic through the school year including training for teachers and administrators.

2. All teachers and administrators are required to complete annual EB training.

3. All teachers are required to complete yearly GT training.

4. Pre-Kindergarten teachers receive 30+ hours of early childhood training or coaching and are required to have Special Education certification to provide early interventions.

5. All administrators have been trained in the PLC process to provide support on campus. CGE has a Guiding Coalition Team that meets to identify campus needs and strengths.

6. CGE has the bilingual program with access to a district ESL/Bilingual Director who supports teacher training and procedures.

7. CGE has clearly defined procedures available to all staff through the online Campus Handbook and District Procedure Manual.

8. Instructional Technologists assist staff with implementation of technology in the classrooms.

9. Behavior room and motor lab available to assist with student individual needs and social skills.

10. Three instructional technologists and 3 district content specialists are available to assist teachers as needed.

11. An additional Assistant Principal serves on the campus one day per week.

12. Caddo Grove earned 88% satisfaction on the annual climate survey completed by staff in 2025.

14. Caddo Grove earned 94% satisfaction on the annual parent survey completed in 2025.

15. Raptor is used to schedule and practice safety drills along with actual incidents to enhance safety.

16. Caddo Grove earned a score of 100% on the district financial scorecard.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.
2 ★	The average years of experience for teachers at CGE is 9.6, which is below the district (12.2 years) and below the state (11 years).	Teachers are leaving the profession across the state and nation. CGE has a large turnover rate.
3 ★	New CGE staff are not yet proficient in using the Raptor Alert App, particularly staff who are new to Joshua ISD and may need additional training and practice with the system.	We continue to refine systems in utilizing the Raptor Alert app, which includes continued training.
4 ★	Staff need to consistently follow the campus Level 1, Level 2, and Level 3 referral chart to ensure accurate behavior documentation and timely interventions. Teachers are responsible for entering Level 2 offenses into the Google Forms spreadsheet, while the behavior teacher and campus administration team manage Level 3 offense entries. Consistent adherence across all roles is essential.	A need exists for clearer communication and ongoing support to ensure all staff and administration understand their roles in the referral process and consistently complete required data entry for Level 2 and Level 3 offenses.
5 ★	School safety has become a critical, focused concern for all public schools.	An increase in school shootings nationwide has heightened the urgency to prioritize safety measures on every campus.

★ = Priority

Perceptions

Summary

Caddo Grove Elementary has made significant progress in strengthening parent and family engagement, including the establishment of a PTO organization in 2026 that has grown into a strong and consistent support system for the campus. CGE will continue to build on this momentum by expanding opportunities for families to engage in campus activities.Surveys are conducted annually to receive feedback from our stakeholders and action plans are written if needs are identified. As a Title I campus, opportunities for parental involvement and supplemental resources to enhance the home to school connection are provided. Multiple methods for parent communication are utilized including website, blackboard emails/calls, newsletters, emails, DOJO, phone calls, and conferences. CGE has volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process as well as in promoting the attributes and successes offered through the site-based decision making committee. CGE focuses on ensuring a safe and orderly environment for all students and staff through implementation of an aligned Emergency Operations Plan. JISD has a police department for the district which consists of seven officers, and one is housed at CGE.

Strengths

There were no action plans needed for the Parent Survey earning a 94% in the 2024-2025 school year. The staff survey yielded a 88% average from all areas.

1. Parent communications are provided in Spanish and English.
2. Parent survey results are consistently favorable.
3. Multiple opportunities are provided for parental and community involvement.
4. PTO is focused on providing extracurricular activities and celebrations for our students at Caddo Grove.
5. Safety audits confirm a safe and orderly environment throughout the campus.
6. Multiple opportunities for students to be celebrated for their behavior and academic success.
7. A Joshua ISD police officer is stationed at Caddo Grove.
8. Career Day is hosted each year with a variety of presenters.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	School safety has become a critical, focused concern for all public schools.	An increase in school shootings nationwide has heightened the urgency to prioritize safety measures on every campus.
2 ★	New CGE staff are not yet proficient in using the Raptor Alert App, particularly staff who are new to Joshua ISD and may need additional training and practice with the system.	We continue to refine systems in utilizing the Raptor Alert app, which includes continued training.
3 ★	Because Caddo Grove earned a D in accountability, stakeholders are expressing concerns over this rating.	Students are not meeting targets in achievement and growth.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	School safety has become a critical, focused concern for all public schools.	An increase in school shootings nationwide has heightened the urgency to prioritize safety measures on every campus.
2	Staff need to consistently follow the campus Level 1, Level 2, and Level 3 referral chart to ensure accurate behavior documentation and timely interventions. Teachers are responsible for entering Level 2 offenses into the Google Forms spreadsheet, while the behavior teacher and campus administration team manage Level 3 offense entries. Consistent adherence across all roles is essential.	A need exists for clearer communication and ongoing support to ensure all staff and administration understand their roles in the referral process and consistently complete required data entry for Level 2 and Level 3 offenses.
3	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.
4	Caddo Grove Elementary is approaching capacity causing scheduling constraints, larger class sizes, and inability to add courses or sections. The campus has a capacity of 646 students and based on demographic studies will reach capacity in 26-27.	Significant growth in JISD and difficulty passing a bond.
5	The average years of experience for teachers at CGE is 9.6, which is below the district (12.2 years) and below the state (11 years).	Teachers are leaving the profession across the state and nation. CGE has a large turnover rate.

6 ★	New CGE staff are not yet proficient in using the Raptor Alert App, particularly staff who are new to Joshua ISD and may need additional training and practice with the system.	We continue to refine systems in utilizing the Raptor Alert app, which includes continued training.
7 ★	Caddo Grove has a large special education population (22%).	Tier 1 instruction is not rigorous and consistent to meet grade level TEKS.
8 ★	Caddo Grove is 69% economically disadvantaged, which is the largest percentage in the district.	The campus boundaries.
9 ★	CGE did not earn 5 out of the 6 distinctions eligible for elementary campuses.	Attendance, Tier 1 instruction
10 ★	Attendance score in 2026 resulted in CGE is in Quartile 2.	Attendance procedures
11 ★	Domain 3 Federal Accountability CGE is 1 year away from targeted support in the special ed category.	Tier 1 instruction and co-teach model implementation

12 ★	Domain 3 Student success for CGE did not meet the 2026 target in 4 accountability groups of all students, Hispanic, white, and high focus. (only 1 point meaning approaching the target)	Tier 1, 2, and 3 is not targeted to student needs.
13 ★	TELPAS results in 2026, CGE earned zero out of 4 possible points.	Summit K-12 is not utilized with fidelity.
14 ★	Domain 3 Academic achievement for RLA CGE did not meet the 2026 target in 4 accountability groups of all students, Hispanic, white, and high focus. Academic achievement for Math CGE did not meet the 2026 target in 4 accountability groups of all students, hispanic, white, and high focus. Academic growth status for Math CGE did not meet the 2026 target in 4 accountability groups of all students, hi	Tier 1, 2, and 3 is not targeted to student needs.
15 ★	Domain 1 Student Achievement overall is below district expectations in reading and math. All tests Reading 73% app, 39% meets, 15 % master, below district expectations Math 62% app, 35%, meets, 16% master, below district expectations	Tier 1 instruction is not rigorous.
16 ★	Domain 2 CGE earned 196 out of 334 total points, resulting in a 68 in Domain 2, which is a decrease from 2025 of 76.	Tier 1, 2, and 3 instruction does not meet student needs.
17 ★	Because Caddo Grove earned a D in accountability, stakeholders are expressing concerns over this rating.	Students are not meeting targets in achievement and growth.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1 Joshua ISD will provide safe schools for students and staff.

Performance Objective 1 ☑ High Priority

100% of CGE will implement an aligned emergency operation plan, including a threat assessment process and procedure.

Evaluation Data Source: EOP Folders, Reports from the threat assessment team, Raptor Reports

Strategy 1

JISD police will assist CGE in implementing effective campus safety drills. Raptor will be used initiate, practice, and document drills. All staff will be trained and frequent opportunities to review the features of the Raptor App will be scheduled.

Strategy's Expected Result/Impact: CGE will increase response time in all drills and improve student safety and campus preparedness (such as secured doors) as measured by campus resource police officer.

Staff Responsible for Monitoring: Campus administration, school resource officer, Chief of Police, Executive Director of Student Services

Problem Statements: School Processes & Programs 3 - School Culture and Climate 2 - Perceptions 2 - School Organization 1

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	New CGE staff are not yet proficient in using the Raptor Alert App, particularly staff who are new to Joshua ISD and may need additional training and practice with the system.	We continue to refine systems in utilizing the Raptor Alert app, which includes continued training.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
2	New CGE staff are not yet proficient in using the Raptor Alert App, particularly staff who are new to Joshua ISD and may need additional training and practice with the system.	We continue to refine systems in utilizing the Raptor Alert app, which includes continued training.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	New CGE staff are not yet proficient in using the Raptor Alert App, particularly staff who are new to Joshua ISD and may need additional training and practice with the system.	We continue to refine systems in utilizing the Raptor Alert app, which includes continued training.

Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	New CGE staff are not yet proficient in using the Raptor Alert App, particularly staff who are new to Joshua ISD and may need additional training and practice with the system.	We continue to refine systems in utilizing the Raptor Alert app, which includes continued training.

Performance Objective 2

100% of CGE will implement an aligned character education and drug awareness plan.

Strategy 1

CGE Staff will implement character lessons at least weekly based on the district counselor scope and sequence.

Strategy's Expected Result/Impact: 1. To increase student understanding of making good choices and staying in the learning environment.

Staff Responsible for Monitoring: Counselor
Administration
Staff
Social Worker

Problem Statements: Demographics 2 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 2

Caddo Grove will implement Red Ribbon Week with various drug prevention programs and speakers

Strategy's Expected Result/Impact: Educate students on the negative effects of drug use and reduce number of suspensions and DAEP placements due to drug possessions.

Staff Responsible for Monitoring: Counselor
Administrators

Problem Statements: Demographics 2 - Demographics 1 - School Processes & Programs 1, 5 - Perceptions 1 - Family and Community Engagement 1

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	School safety has become a critical, focused concern for all public schools.	An increase in school shootings nationwide has heightened the urgency to prioritize safety measures on every campus.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.
5	School safety has become a critical, focused concern for all public schools.	An increase in school shootings nationwide has heightened the urgency to prioritize safety measures on every campus.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	School safety has become a critical, focused concern for all public schools.	An increase in school shootings nationwide has heightened the urgency to prioritize safety measures on every campus.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	School safety has become a critical, focused concern for all public schools.	An increase in school shootings nationwide has heightened the urgency to prioritize safety measures on every campus.

Performance Objective 3

100% of CGE will implement an aligned student code of conduct.

Evaluation Data Source: Student Handbook

Strategy 1

Administrators and the Behavior Intervention Team will monitor teacher referrals for intervention and address any behavior issue using our campus procedures. We will use the student code of conduct to determine if consistent behavior support is occurring across all sub-populations. Discipline referrals will be maintained and monitored through the campus Disciplinary Google Form.

Strategy's Expected Result/Impact: Decrease in student behavior referrals.

Staff Responsible for Monitoring: Administrators and Behavior Intervention Team

Problem Statements: School Processes & Programs 4 - School Culture and Climate 1

Formative Reviews

November	January	March	June

Strategy 2

Counselor, behavior paraprofessional, and behavior interventionists will provide assistance with providing social skill lessons and character education to all students.

Strategy's Expected Result/Impact: Students will grow from their mistakes and get more time in class for academic instruction.

Staff Responsible for Monitoring: Administration
Behavior Interventionist Paraprofessional
Counselor/Social Worker

Problem Statements: Demographics 2 - School Processes & Programs 1, 4 - School Culture and Climate 1

Funding Sources: Behavior Interventionist 211 Title I, Part A, $22,524

Formative Reviews

November	January	March	June

Strategy 3

Staff will follow the campus level 1, level 2, and level 3 referral chart. If a level 2 offense occurs, teachers will input the data into the Google Forms spreadsheet. The behavior teacher and/or administrator team will input level 3 offenses.

Strategy's Expected Result/Impact: Behavior teacher will address level 2 and 3 offenses. She will provide behavior interventions to students to help remediate the behavior and to help teach proper behavior choices. Minimal instructional time will be lost to disruptive behaviors.

Staff Responsible for Monitoring: Behavior Teacher
Administration

Problem Statements: School Processes & Programs 4 - School Culture and Climate 1

Formative Reviews

November	January	March	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.
4	Staff need to consistently follow the campus Level 1, Level 2, and Level 3 referral chart to ensure accurate behavior documentation and timely interventions. Teachers are responsible for entering Level 2 offenses into the Google Forms spreadsheet, while the behavior teacher and campus administration team manage Level 3 offense entries. Consistent adherence across all roles is essential.	A need exists for clearer communication and ongoing support to ensure all staff and administration understand their roles in the referral process and consistently complete required data entry for Level 2 and Level 3 offenses.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Staff need to consistently follow the campus Level 1, Level 2, and Level 3 referral chart to ensure accurate behavior documentation and timely interventions. Teachers are responsible for entering Level 2 offenses into the Google Forms spreadsheet, while the behavior teacher and campus administration team manage Level 3 offense entries. Consistent adherence across all roles is essential.	A need exists for clearer communication and ongoing support to ensure all staff and administration understand their roles in the referral process and consistently complete required data entry for Level 2 and Level 3 offenses.

Performance Objective 4

100% of CGE will implement an aligned health and wellness plan.

Evaluation Data Source: SHAC committee reports
Fitness Gram

Strategy 1

All students 3rd-5th grade will participate in the FitnessGram.

Strategy's Expected Result/Impact: Increase health and wellness

Staff Responsible for Monitoring: PE teacher

Formative Reviews

November	January	March	June

Goal 2 Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Meet or exceed a target score of 90 in Domain 1-Student Achievement, Domain 2-Student Progress, Domain 3-Closing the Gaps.

Evaluation Data Source: Benchmark Data, nine week tests, BOY, MOY, and EOY data, and STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Scheduled Response to Intervention time built into the master schedule with timely, directive, and systematic intentional interventions planned for students based on needs identified in the PLC.

Strategy's Expected Result/Impact: Increases in percentages at the meets, and masters level for all students in all STAAR assessments by a minimum of 10%. Obtain district goal of 90% of all students at the approaches level.

Staff Responsible for Monitoring: Campus administration; certified teachers and paraprofessionals.

Problem Statements: Student Learning 1, 2, 3, 5, 6, 8 - Perceptions 3

Funding Sources: Early Education, $203,444, 199 State Compensatory Education (SCE), $69,910

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Bilingual paraprofessionals will be provided at CGE to assist with interventions, support and small group instruction.

Strategy's Expected Result/Impact: Salary funding for bilingual instructional paraprofessionals to support and assist EL students.

Staff Responsible for Monitoring: Teacher
Administrator

Problem Statements: Student Learning 1, 2, 3, 4, 5

Funding Sources: Bilingual Paraprofessional 263 Title III, LEP, $20,275

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 3

Before the start of the instructional day, the Math Specialist is in the computer lab to provide students additional time to work on specific skills assigned in various computer adaptive programs, such as Study Island, Lexia, Reflex Math, and Summit K-12.

Strategy's Expected Result/Impact: Domain 1, Domain 2, Domain 3, and TELPAS scores will increase.

Staff Responsible for Monitoring: Campus Administration and the Campus Math Specialist

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

Formative Reviews

November	January	March	June

Strategy 4

In 3rd-5th grade RLA and Math classes, the general education and special education teachers will implement a co-teaching model to meet the diverse learning needs of all students.

Strategy's Expected Result/Impact: Domain 1, Domain 2, and Domain 3 scores will increase.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1, 3, 6

Formative Reviews

November	January	March	June

Strategy 5

Two additional certified teachers will provide reading and math small group instruction to 3rd-5th grade students during two instructional days per week to reinforce Tier 1 classroom instruction and accelerate student progress.

Strategy's Expected Result/Impact: Domain 1, Domain 2, and Domain 3 scores will increase.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1, 2, 3, 5, 8

Funding Sources: Two Certified Tutors 211 Title I, Part A, $9,680

Formative Reviews

November	January	March	June

Strategy 6

PK-5th grade teachers will consistently create and use the 5-E Model to promote cohesive lesson planning and strengthen Tier 1 instructional practices.

Strategy's Expected Result/Impact: Domain 1, Domain 2, and Domain 3 scores will increase.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1, 2, 3, 5, 6, 8

Formative Reviews

November	January	March	June

Strategy 7

Systemic instructional walkthroughs will be conducted to identify areas or strength and opportunities for growth, guide targeted support, and promote continuous improvement in instructional practices.

Strategy's Expected Result/Impact: Domain 1, Domain 2, and Domain 3 scores will increase.

Staff Responsible for Monitoring: District and campus administration

Problem Statements: Student Learning 1, 2, 3, 5, 6, 8

Formative Reviews

November	January	March	June

Strategy 8

After the instructional day, teachers will provide math and/or reading tutoring to reinforce Tier 1 instruction and to accelerate growth.

Strategy's Expected Result/Impact: Domain 1, Domain 2, and Domain 3 scores will increase.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1, 2, 3, 5, 6, 8

Funding Sources: Campus Certified Teachers 211 Title I, Part A, $8,280

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 1 Student Achievement overall is below district expectations in reading and math. All tests Reading 73% app, 39% meets, 15 % master, below district expectations Math 62% app, 35%, meets, 16% master, below district expectations	Tier 1 instruction is not rigorous.
2	Domain 2 CGE earned 196 out of 334 total points, resulting in a 68 in Domain 2, which is a decrease from 2025 of 76.	Tier 1, 2, and 3 instruction does not meet student needs.
3	Domain 3 Academic achievement for RLA CGE did not meet the 2026 target in 4 accountability groups of all students, Hispanic, white, and high focus. Academic achievement for Math CGE did not meet the 2026 target in 4 accountability groups of all students, hispanic, white, and high focus. Academic growth status for Math CGE did not meet the 2026 target in 4 accountability groups of all students, hi	Tier 1, 2, and 3 is not targeted to student needs.
4	TELPAS results in 2026, CGE earned zero out of 4 possible points.	Summit K-12 is not utilized with fidelity.

5	Domain 3 Student success for CGE did not meet the 2026 target in 4 accountability groups of all students, Hispanic, white, and high focus. (only 1 point meaning approaching the target)	Tier 1, 2, and 3 is not targeted to student needs.
6	Domain 3 Federal Accountability CGE is 1 year away from targeted support in the special ed category.	Tier 1 instruction and co-teach model implementation
8	CGE did not earn 5 out of the 6 distinctions eligible for elementary campuses.	Attendance, Tier 1 instruction

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Because Caddo Grove earned a D in accountability, stakeholders are expressing concerns over this rating.	Students are not meeting targets in achievement and growth.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

100% of CGE classrooms will build a foundation of reading language arts and mathematics.

Evaluation Data Source: STAR Reading, Study Island, Reading Mastery Checkouts, Heggerty, Reading by Design, Lexia

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Reading Mastery and Language for Learning coaching will be provided to PK-2 staff. Reading Academy is required for all K-3 teachers.

Strategy's Expected Result/Impact: 100% of Caddo Grove students will show phonemic awareness and phonics at grade level or above, by the end of the academic year.

Staff Responsible for Monitoring: teachers and administrators

Problem Statements: Student Learning 3, 8 - Perceptions 3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Provide professional development and PLC time to develop formative and summative assessment/strategies to address progress monitoring that will ensure effective instruction and learning.

Strategy's Expected Result/Impact: Teachers will implement the formative assessment strategies in their lessons regularly therefore, student scores should increase in all subject areas.

Teachers will meet weekly to collaborate on high yield strategies and formative assessments in grade level PLC meetings.

Staff Responsible for Monitoring: Administrators
Interventionists
Teachers

Problem Statements: Demographics 3, 4, 5 - Student Learning 2, 3, 4, 6 - School Processes & Programs 2

Funding Sources: Lone Star Learning 211 Title I, Part A, $5,360, ESGI 211 Title I, Part A, $1,404

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 3

Provide a full day high quality PK and resources for PK students to be successful.

Strategy's Expected Result/Impact: All eligible 4 year olds will complete PK and exit from at risk by the EOY using the CLI Engage Assessment.

Staff Responsible for Monitoring: Administrator
Teachers

Problem Statements: Demographics 1, 2, 5 - School Processes & Programs 1

Funding Sources: Comp Ed 199 State Compensatory Education (SCE), $148,862, Starfall 211 Title I, Part A, $390

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 4 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Train and support multiple teachers on dyslexia instruction that aligns with the Dyslexia Handbook and by adding a district coordinator for dyslexia and provide aligned scheduled time for dyslexia instruction. Additionally, dyslexia screening will occur in grades K and 1 to help with early identification of students with dyslexia or related reading difficulties.

Strategy's Expected Result/Impact: 1. All dyslexia students will gain one academic year in reading fluency and comprehension as measured by grade level standards in STAAR Reading, other measurement results as applicable to the grade level.
2. MTA targeted small group instruction will result in increased scores.
3. Early identification will allow for students to complete needed kits in MTA before leaving elementary school.

Staff Responsible for Monitoring: Curriculum Director
Administrators
Teachers
Reading Lab Interventionist

Problem Statements: Demographics 4 - Student Learning 1, 3, 5, 6 - Perceptions 3

Funding Sources: Dyslexia Dyslexia, $33,223

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 5 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Provide a reading interventionist and a reading lab paraprofessional with federal funds to build strong foundational skills in RLA and scaffold instruction for struggling students.

Strategy's Expected Result/Impact: Meet district goal of 90% of students at the approaches level and 50% of all students at the masters level.

Staff Responsible for Monitoring: Reading Interventionist
Administration

Problem Statements: Student Learning 1, 2, 3, 5 - Perceptions 3

Funding Sources: Reading Interventionist and Paraprofessional 211 Title I, Part A, $102,617

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 6 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Identify students in need of reading intervention and provide Lexia lessons and related supports to increase skills in phonics based instruction.

Strategy's Expected Result/Impact: RTI students will develop tools to improve reading skills.

Staff Responsible for Monitoring: Reading Interventionists
MTA Teachers

Problem Statements: Demographics 4, 5 - Student Learning 1, 5, 8

Funding Sources: Lexia 211 Title I, Part A, $4,840

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 7 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Provide a math interventionist and paraprofessional with federal funds to build strong foundational skills in math and scaffold instruction for struggling students.

Strategy's Expected Result/Impact: Meet district goal of 90% of students at the approaches level and 50% of all students at the masters level.

Staff Responsible for Monitoring: Math Interventionist
Mat teachers

Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 2, 5, 6, 8 - School Processes & Programs 2

Funding Sources: Math Interventionist and Paraprofessional 211 Title I, Part A, $102,617

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 8

Provide Content Specialists and Instructional Technologists to support teachers with classroom management, instructional strategies, assessments, PLCs, RtI, mentoring, lesson modeling and intervention

Strategy's Expected Result/Impact: Domain 1, Domain 2, and Domain 3 scores will increase.

Staff Responsible for Monitoring: Administrators and Curriculum Department

Problem Statements: Student Learning 1, 2, 3, 5

Funding Sources: 211 Title I, Part A, $88,259

Formative Reviews

November	January	March	June

Strategy 9

Summit K-12 will be implemented with fidelity to provide targeted English language development support for Emergent Bilingual students, strengthen language proficiency, and close performance gaps on TELPAS.

Strategy's Expected Result/Impact: Emergent Bilingual students will improve in all of the domains in TELPAS, and meeting or exceeding the state growth target 42%.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 4

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Caddo Grove Elementary is approaching capacity causing scheduling constraints, larger class sizes, and inability to add courses or sections. The campus has a capacity of 646 students and based on demographic studies will reach capacity in 26-27.	Significant growth in JISD and difficulty passing a bond.
2	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.
3	The average years of experience for teachers at CGE is 9.6, which is below the district (12.2 years) and below the state (11 years).	Teachers are leaving the profession across the state and nation. CGE has a large turnover rate.
4	Caddo Grove has a large special education population (22%).	Tier 1 instruction is not rigorous and consistent to meet grade level TEKS.
5	Caddo Grove is 69% economically disadvantaged, which is the largest percentage in the district.	The campus boundaries.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 1 Student Achievement overall is below district expectations in reading and math. All tests Reading 73% app, 39% meets, 15 % master, below district expectations Math 62% app, 35%, meets, 16% master, below district expectations	Tier 1 instruction is not rigorous.
2	Domain 2 CGE earned 196 out of 334 total points, resulting in a 68 in Domain 2, which is a decrease from 2025 of 76.	Tier 1, 2, and 3 instruction does not meet student needs.

3	Domain 3 Academic achievement for RLA CGE did not meet the 2026 target in 4 accountability groups of all students, Hispanic, white, and high focus. Academic achievement for Math CGE did not meet the 2026 target in 4 accountability groups of all students, hispanic, white, and high focus. Academic growth status for Math CGE did not meet the 2026 target in 4 accountability groups of all students, hi	Tier 1, 2, and 3 is not targeted to student needs.
4	TELPAS results in 2026, CGE earned zero out of 4 possible points.	Summit K-12 is not utilized with fidelity.
5	Domain 3 Student success for CGE did not meet the 2026 target in 4 accountability groups of all students, Hispanic, white, and high focus. (only 1 point meaning approaching the target)	Tier 1, 2, and 3 is not targeted to student needs.
6	Domain 3 Federal Accountability CGE is 1 year away from targeted support in the special ed category.	Tier 1 instruction and co-teach model implementation
8	CGE did not earn 5 out of the 6 distinctions eligible for elementary campuses.	Attendance, Tier 1 instruction

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.
2	The average years of experience for teachers at CGE is 9.6, which is below the district (12.2 years) and below the state (11 years).	Teachers are leaving the profession across the state and nation. CGE has a large turnover rate.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Because Caddo Grove earned a D in accountability, stakeholders are expressing concerns over this rating.	Students are not meeting targets in achievement and growth.

Performance Objective 3

100% of CGE classrooms will implement the college, career, and military readiness plan.

Evaluation Data Source: Counselor

Strategy 1

The Career Fair will be hosted for the students and volunteers who would like to share their profession, the ROTC from Joshua High School will come to visit and present their program, and we will wear college shirts each progress report and report card to boost college readiness.

Strategy's Expected Result/Impact: CGE students will participate in these programs.

Staff Responsible for Monitoring: Counselor
Administrations

Problem Statements: Demographics 2, 5 - School Processes & Programs 1 - Perceptions 3

Formative Reviews

November	January	March	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.
5	Caddo Grove is 69% economically disadvantaged, which is the largest percentage in the district.	The campus boundaries.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some students lack social, emotional, and academic behaviors needed to succeed in school.	Environmental stimuli, trauma, and an ever changing society provide obstacles to academic success.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Because Caddo Grove earned a D in accountability, stakeholders are expressing concerns over this rating.	Students are not meeting targets in achievement and growth.

Performance Objective 4

97% attendance rate will be maintained.

Evaluation Data Source: Monthly attendance reports

Strategy 1

Grade levels will be recognized on a weekly bases for highest attendance rate. Individual students will be participate in Perfect Attendance celebrations on a monthly basis.

Strategy's Expected Result/Impact: Students will be encouraged to attend school every day unless they are ill.

Staff Responsible for Monitoring: Classroom teachers. attendance clerk, campus administration

Problem Statements: Student Learning 7, 8

Formative Reviews

November	January	March	June

Strategy 2

School wide bulletin board will be displayed with weekly and monthly attendance averages.

Strategy's Expected Result/Impact: Students will work to attend school every day unless they are ill.

Staff Responsible for Monitoring: Classroom teachers

Problem Statements: Student Learning 7, 8

Formative Reviews

November	January	March	June

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Attendance score in 2026 resulted in CGE is in Quartile 2.	Attendance procedures
8	CGE did not earn 5 out of the 6 distinctions eligible for elementary campuses.	Attendance, Tier 1 instruction

Goal 3

Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 1

100% of CGE teachers will meet state and local certification requirements.

Strategy 1 ☑ Targeted Support Strategy

All core elementary teachers and secondary honors/advanced teachers must be GT certified (initial 30 hours) and receive a six hour GT update each school year.

Strategy's Expected Result/Impact: 1. Teachers are certified to provide advanced academic instruction to students in order to meet the district goal of obtaining 50% of students at the masters level.
2. Increase the percentage of students at the secondary level participating in advanced academic courses.

Staff Responsible for Monitoring: District Administrators

Formative Reviews

November	January	March	June

Strategy 2

All new teachers will complete online training over Texas Behavior Support Initiative (TBSI), and dyslexia training.

Strategy's Expected Result/Impact: Teachers have increased awareness and tools to support students.

Staff Responsible for Monitoring: Administrator
C& I Department

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June

Performance Objective 2

90% or greater teacher and principal retention.

Strategy 1

Teachers will be celebrated for their successes with Teacher and Support Staff of the Week celebrations, small gestures of appreciation like monthly treats, and shout outs throughout the year.

Strategy's Expected Result/Impact: Teachers will continue their employment with Caddo Grove Elementary.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 2

Teacher Incentive Allotment will be a way for teachers to stay at the campus, maintain retention - it is earned by achieving scores in Student Growth, and T-TESS averages.

Strategy's Expected Result/Impact: Teachers will remain on the same campus and earn their allotments.

Staff Responsible for Monitoring: Teachers
Administration

Formative Reviews

November	January	March	June

Strategy 3

Caddo Grove will participate in the RISE program supporting paraprofessionals to earn a bachelor's degree and teacher certification.

Funding Sources: 263 Title III, LEP, $41,056

Formative Reviews

November	January	March	June

Strategy 4

The Student Learning Outcomes Administrator will support the advancement of student achievement across the district by strengthening assessment practices, promoting data-informed instruction, and supporting educator development initiatives that ensure effective teaching and learning for all students while supporting the Teacher Incentive Allotment.

Staff Responsible for Monitoring: Student Outcomes Director

Funding Sources: 211 Title I, Part A, $17,926

Formative Reviews

November	January	March	June

Performance Objective 3

90% or greater overall score on the Campus Financial Scorecard.

Evaluation Data Source: Financial scorecard

Strategy 1

Budget meetings with book keeper to review budget

Strategy's Expected Result/Impact: All campus budget needs will be addressed and aligned to the Campus Improvement Plan.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November	January	March	June

Performance Objective 4

90% of CGE staff and parents will respond with satisfaction on the annual surveys.

Strategy 1

Caddo Grove Elementary will offer opportunities for parents to be involved on campus. These include: Student and Parent Council meetings, hosting Star Student Spotlight celebrations, Honor Roll celebrations sent home, provided information on Curriculum, Trunk or Treat and Science Night, Spring Family Event and Meet the Teacher.

Strategy's Expected Result/Impact: Increased parent engagement and awareness of Caddo Grove's mission and vision.

Staff Responsible for Monitoring: Administration and Office Staff

Funding Sources: Family Science Night 211 Title I, Part A, $3,000

Formative Reviews

November	January	March	June

Strategy 2

Caddo Grove will increase parent and stakeholder communication by using and updating our website, using Blackboard Skyward Messenger for informational emails in both English and Spanish, posting student activities and important events on Facebook, Class Dojo, and X. We will send home a monthly calendar in take home folders in paper form in both English and Spanish with upcoming events.

Strategy's Expected Result/Impact: Increased parent engagement and awareness of Caddo Grove's mission and vision.

Staff Responsible for Monitoring: Administration, Librarian, and Office Staff

Formative Reviews

November	January	March	June

State Compensatory Education

State Compensatory

Personnel for Caddo Grove Elementary

Name	Position	FTE
Audra Roten	Counselor	0

Title I Summary

Title I

Committees

Committees

Campus Leadership Team

Members

First Name	Last Name	Position	Committee Role
Patti	Jones	Assistant Principal	Administrator
Audra	Edgar	Counselor	Non-classroom Professional
Favi	Arevalo	Principal	Administrator

Funding Summary

Funding Summary

199 State Compensatory Education (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$69,910.00
2	2	3	Comp Ed	--	$148,862.00
				Sub-Total	$218,772.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Behavior Interventionist	--	$22,524.00
2	1	5	Two Certified Tutors	--	$9,680.00
2	1	8	Campus Certified Teachers	--	$8,280.00
2	2	2	Lone Star Learning	--	$5,360.00
2	2	2	ESGI	--	$1,404.00
2	2	3	Starfall	--	$390.00
2	2	5	Reading Interventionist and Paraprofessional	--	$102,617.00
2	2	6	Lexia	--	$4,840.00
2	2	7	Math Interventionist and Paraprofessional	--	$102,617.00
2	2	8		--	$88,259.00
3	2	4		--	$17,926.00
3	4	1	Family Science Night	--	$3,000.00
				Sub-Total	$366,897.00

263 Title III, LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Bilingual Paraprofessional	--	$20,275.00
3	2	3		--	$41,056.00
				Sub-Total	$61,331.00

Early Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$203,444.00
				Sub-Total	$203,444.00

Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Dyslexia	--	$33,223.00
				Sub-Total	$33,223.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Services	9/18/2026	Jo Lynn Augsburger	9/4/2024
Child Abuse and Neglect	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/4/2024
Coordinated Health Program	Nurse Coordinator	9/18/2026	Jo Lynn Augsburger	9/12/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/12/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	9/18/2026	Jo Lynn Augsburger	9/12/2024
Dropout Prevention	Counseling Coordinator	9/18/2026	Jo Lynn Augsburger	11/5/2025
Dyslexia Treatment Program	Director of Dyslexia	9/18/2026	Jo Lynn Augsburger	9/12/2024
Pregnancy Related Services	Executive Director of Secondary	9/18/2026	Jo Lynn Augsburger	9/12/2024
Post-Secondary Preparedness	--	--	Jo Lynn Augsburger	9/12/2024
Recruiting Teachers and Paraprofessionals	Executive Director of Human Resources	9/18/2026	Jo Lynn Augsburger	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/12/2024
Student Welfare: Discipline/Conflict/ Violence Management	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/12/2024
Texas Behavior Support Initiative (TBSI)	Chief Academic Officer	9/18/2026	Jo Lynn Augsburger	9/4/2024
Technology Integration	Executive Director of Instructional Technology	9/18/2026	Jo Lynn Augsburger	9/4/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Student Services	9/18/2026	Jo Lynn Augsburger	9/4/2024