Fabens Independent School District

O'Donnell Intermediate School

Accountability Rating: B

Distinction Designation:
Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

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Mission Statement

Working together, O'Donnell Intermediate creates a positive and lasting impact for all students through expanded learning opportunities.

Vision

Cultivating a Growth Mindset

Value Statement

O'Donnell Intermediate is on the road to college!

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

O'Donnell Intermediate will work to increase the "Meets" and "Masters" rates in the areas of Math, Reading and Science by consistently monitoring instruction and interventions. Through tailored training during PLCs, we will ensure teachers are equipped to meet the needs of all students. Teachers will implement ELPs strategies and coach students on the four language domains to increase their proficiency levels. Teachers will engage in positive, proactive meetings with parents, students, and stakeholders to develop plans for students through MTSS, 504, GT, PBIS and/or IEP committees. Attendance will be bolstered through meaningful parent/student communication, adult/student mentorship, student incentives, and peer community-building. While continuing to monitor, plan and implement strategies to improve all structures at O'Donnell Intermediate, the campus improvement team identified three priority areas: increasing the attendance rate, increasing third grade reading and math STAAR scores and improving the number of emergent bilingual students increasing one proficiency level or more on the TELPAS assessment.

Demographics

Summary

O'Donnell Intermediate School is home to grades 3, 4 and 5. Our campus serves approximately 408 students. O'Donnell Intermediate has 65 employees, including teachers, support personnel, and teacher interns. Our community is predominantly Hispanic and economically disadvantaged. Our school is located approximately 30 miles east of Downtown El Paso and just 2 miles north of the US/Mexico border. Fabens has been an agricultural community that has continually received Mexican immigrants seeking better opportunities.

O'Donnell Intermediate conducted a comprehensive needs assessment using data from numerous sources from 2025 - 2026. The data was disaggregated for all students: special populations, gender, economically disadvantaged, LEP, migrant, and special education. Please refer to the graph below for 2026-2027 data:

Sub Groups	#	%
Female	200	49%
Male	208	51%
Hispanic	406	99.5%
American Indian or Alaskan Native	1	0.02%
Asian	0	0%
African American	0	0%
Pacific Islander	0	0%
White	1	0.02%
Two or more races	0	0%

Special Education	504	LEP	Bilingual Served	At-Risk	GT	Migrant	Homeless
80	18	202	179	275	34	17	23

Strengths

Fabens ISD is an open enrollment, District of Innovation serving a culturally rich, rural community 2 miles north of the US/Mexico border. O'Donnell Intermediate prides itself in its built-in academic support [Holistic support] systems to ensure students experience a sense of belonging while keeping pace with their reading and math milestones. In addition to after school tutoring and homework lab, the school offers over 15 clubs that develop skills like teamwork, resilience, communication, leadership and more. Consistent expectations and proactive strategies create a safe, welcoming, and supporting environment, creating a positive school culture that extends to teachers and staff, as evidenced by the high retention rate of employees.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The overall attendance rate is below 98%.	The value of daily attendance has not been communicated to parents in a measurable and impactful manner.

★ = Priority

Student Learning

Summary

O’Donnell Intermediate faculty and staff work collaboratively to provide students the best well-rounded educational experience. Students receive instruction from two teachers who can specialize in their disciplines. Teachers work in grade level professional learning communities to plan lessons, create assessments, disaggregate data and develop plans for interventions. Teachers execute engaging, differentiated lessons throughout the day. In addition, a 30-minute intervention block called PAWS, short for Preparing All Wildcats for Success, is built into the Math and Reading schedules to support students who need additional small group instruction or to extend instruction for students who are ready for challenges. Students with specific needs may receive additional support from instructional aides. All learning is targeted, data-driven and supported at O’Donnell Intermediate.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	A low percentage of 3rd grade students met the standard in Reading and Math state assessments.	Closing the gaps for Tier 2 and Tier 3 students combined with the developing instructional experience of teachers contributed to the low percentage compared to the Region and State.
2 ★	The number of 3rd and 4th grade Emergent Bilingual students progressing at least one level in their EL proficiency is low compared to the Region and the State.	Language of the lesson is not adhered to with fidelity.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	A low percentage of 3rd grade students met the standard in Reading and Math state assessments.	Closing the gaps for Tier 2 and Tier 3 students combined with the developing instructional experience of teachers contributed to the low percentage compared to the Region and State.
2 ★	The number of 3rd and 4th grade Emergent Bilingual students progressing at least one level in their EL proficiency is low compared to the Region and the State.	Language of the lesson is not adhered to with fidelity.
3 ★	The overall attendance rate is below 98%.	The value of daily attendance has not been communicated to parents in a measurable and impactful manner.

★ = 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] **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] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) 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] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Annual dropout rate data**
- [x] **Attendance data**

- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [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**
- [x] **T-TESS data**
- [x] **T-PESS 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 O'Donnell Intermediate School will provide a safe and orderly school climate, conducive to learning.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Throughout the 2026-2027 school year, the campus will reduce the amount of bully reports/incidents by 5%, decreasing from 10% to 5%.

Evaluation Data Source: Teacher, student, and parent surveys, discipline data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Counselor will conduct classroom presentations and school-wide activities to promote Character Education. The counselor will conduct approximately two Character Education classes per month to include bullying prevention, conflict resolution and social skills. Teachers will integrate the ROAR expectations into the instructional program as appropriate. The school expectations will be the central theme of the campus behavior management plan and will be explained in detail through the student, staff and parent codes of conduct. The counselor will also implement the program Rethink ED and the Texas Model for Comprehensive School Counseling Program.

Strategy's Expected Result/Impact: Less discipline referrals, less bullying incidents

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Teachers, SRO

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

The counselor will instruct all students through the Rethink ED anti-bullying curriculum to include strategies for the victim, bystander, and bully. Social skills instructional classes will be provided in small groups based on student needs. The counselor will be in the cafeteria and on the playground to assist students with bullying issues and social interactions. Presenters will contribute with talks and presentations.

Strategy's Expected Result/Impact: Less discipline referrals, less bullying incidents

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Teachers, SRO

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 ☑ High Priority

By the end of May 2027, the campus will reduce the number of discipline referrals by 5% from 20% of referrals to 15%.

Evaluation Data Source: Discipline Referrals, Bullying data, PBIS Framework

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

A trained campus PBIS team will meet regularly to review campus and student behavior and procedures. All teachers will implement a Behavior Management Plan built around the ROAR expectations. Teachers will set clear expectations for student behaviors. Teachers will be required to follow their classroom management plan prior to sending students to the office with a referral. Positive behavior supports and clear routines and procedures will be explicitly modeled and practiced. Rethinking forms and parent conferences will be utilized to promote a team approach to student success and good citizenship. This team includes the staff, student, and parent.

Strategy's Expected Result/Impact: Greater classroom success, more focused learning environment, less behavior incidents/referrals

Staff Responsible for Monitoring: PBIS team, Counselor, Principal, Assistant Principal, Teachers, SRO

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

The PBIS expectations will be posted and clarified for all common areas: cafeteria, restrooms, playground, and hallways. Establish a a Character Club/Advisory Committee to model appropriate playground behavior. and give feedback on ways to improve our school. ROAR tickets and other reinforcers will be given to reinforce positive behaviors.

Strategy's Expected Result/Impact: Greater classroom success, more focused learning environment, less behavior incidents/referrals

Staff Responsible for Monitoring: PBIS team, Counselor, Principal, Assistant Principal, Teachers, SRO

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

The PBIS or MTSS team may refer students to the check in/check out program to monitor and reinforce behavior improvement. Counseling is provided to students in need of this service. Behavior needs of special education students may be addressed through the development of a behavior intervention plan. Alternatives to class removal will be considered for all students.

Strategy's Expected Result/Impact: Greater classroom success, more focused learning environment, less behavior incidents/referrals

Staff Responsible for Monitoring: PBIS team, MTSS Team, Counselor, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 ☑ High Priority

Throughout the 2026-2027 school year, the campus will promote and improve the safety and wellness of all students and staff by providing a minimum of 10 physical and emotional health-centered events.

Evaluation Data Source: FitnessGram data, Nurse screenings, parent surveys, parent calendars, PE Schedule

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

The counselor and teachers will participate in a drug free week to include drug use prevention education, red-ribbon student activities and contests, as well as guest speakers.

Strategy's Expected Result/Impact: Students choosing safe practices

Staff Responsible for Monitoring: Counselor, SRO, Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

The school nurse will:
Provide hearing and vision screening for 3rd, 5th, and new students
Maintain accurate records and review students' records to stay current on immunizations
Communicate food allergy needs to cafeteria staff
Provide early screenings for detection on diabetes
Participate in campus program to promote healthy living
Refer students in need of responsive services
Conduct hygiene and puberty classes

Strategy's Expected Result/Impact: Students being safe

Staff Responsible for Monitoring: School Nurse, Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Establish a campus wellness plan for students, staff, and parents. Continue to offer all students a TEKs-based physical education class with integrated Health TEKs for a minimum of 180 minutes weekly. Implement Fitness Fridays and ODI Madness Day to encourage family participation in fun fitness activities like students vs staff competitions once a semester.

Strategy's Expected Result/Impact: Students staying healthy

Staff Responsible for Monitoring: PE Coach, School Nurse, Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Hold a yearly Field Day event for all students. Conduct FitnessGram testing yearly.

Strategy's Expected Result/Impact: Students staying healthy

Staff Responsible for Monitoring: PE Coach, School Nurse, Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Implement the Fresh Fruit and Vegetable Program (FFVP) in partnership with the Food Services Department and PE Program. All students and teachers acting as role models will receive two different fresh fruit or vegetable options each week, distributed during class time. Informational handouts detailing the benefits and description of each will be distributed.

Strategy's Expected Result/Impact: Students staying healthy

Staff Responsible for Monitoring: Food Nutrition Director, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Implement grade-level meetings during the morning or at lunch that address various topics relating to improving students' safe behavior, emotional wellness, self awareness and regulation, building relationships, making responsible choices, restorative practices and academic success.

Strategy's Expected Result/Impact: Positive behavior, independence, academic growth

Staff Responsible for Monitoring: Administrative team, PBIS team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 ☑ High Priority

By the end of May 2027, the campus will provide a safe environment for all students and staff by conducting 15 drills as part of our safety activities.

Evaluation Data Source: Raptor System, Sentinel

Strategy 1

The Emergency Management Team will conduct monthly safety drills using the Raptor and Front Row System. They will meet monthly to review safety drill feedback.

Strategy's Expected Result/Impact: Keeping our students safe

Staff Responsible for Monitoring: Principal, Assistant Principal, Emergency Management Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

The Emergency Management Team in partnership with Emergence Health Network will continue to implement the district crisis management plan for social and emotional (SEL) and supports for students to include:
*Conflict Resolution
*Bullying
*Cyberbullying
*Violence Prevention
*Self-harm Reduction
*Suicide Outcries

Strategy's Expected Result/Impact: Keep students safe

Staff Responsible for Monitoring: Principal, Assistant Principal, Emergency Management Team, Counselor, Emergence Health Network

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

The Emergency Management Team will maintain the campus "Heart Safe" certification by attending AED/CPR trainings and conducting drills in conjunction with all other safety drills. They will meet after drills to review feedback.

Strategy's Expected Result/Impact: Establish a practiced cardiac emergency response plan, staff training, and accessible AEDs

Staff Responsible for Monitoring: Emergency Management Team, Principal, Head Nurse

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Goal 2

O'Donnell Intermediate School will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 1

By the end of May 2027, the campus will increase the combined 3rd, 4th and 5th grade "Meets" and above percentage on STAAR Reading Language Arts from 51% to 56%.

Evaluation Data Source: STAAR, Benchmark tests, Unit Tests, Lesson Plans, TTESS

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

☑ **Results Driven Accountability**

Analyze Reading STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.

Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

☑ **Results Driven Accountability**

Provide for a schedule of flexible grouping to meet student reading and writing needs. Students will be assessed and placed in guided reading groups for small group instruction. Implement the "HMH Into Reading" and HMH "Arriba la Lectura" to include embedded growth mindset strategies and a leveled library. Writing will be integrated to ensure students can explain the concepts learned in their own words.

Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Promote independent reading through implementation of the Accelerated Reader Program. All students will be required to read independently for a minimum of 30 minutes each night and keep an AR journal. All students will be given a goal to reach based on their reading level each nine weeks. Prizes and incentives will be used to encourage participation. A campus AR library , classroom libraries, Central library, computer lab, and chrome books will support program implementation. Extended library and lab hours before and after school will increase access to the program.

Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement a Structured Literacy approach to reading and writing instruction aligned to the TEKS using "HMH Into Reading" and HMH "Arriba la Lectura." Students will use APE to respond to text-based questions using evidence to support their answers. In all other content areas, writing will be used as a learning tool to internalize lesson. Teachers will emphasize that students use a capital letter and correct punctuation.

Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Use technology to access online resources to differentiate, remediate, and enhance instruction and make learning activities in reading and writing more interactive. Resources include Summit K-12, Lexia, Ed Puzzle, Typing.com, Accelerated Reading, Google Classroom, We Will Write, NotebookLM, Scholastic Story Starters, Magic School AI, Blooket, Gemini AI, 2024 ELPS, SAVAAS, Esperanza Phonics, Wilson, and HMH online resources.

Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers

Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement a structured MTSS model to assist students who are not performing at grade level in Reading. Provide tutoring after school and intersession. Scientifically research-based reading intervention programs assigned by the Reading teacher are available before, during, and after school to assist students who are below grade level in reading. Reading pull-out instruction by reading specialist is available. Students identified with characteristics of Dyslexia will be provided Lexia and the Wilson Program. Esperanza Phonics for Spanish instruction.

Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers, Reading Specialist

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 7

Implement a 30 minute reading intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Reading STAAR test in 2025-2026. Analyze progress through unit tests and benchmarks using Eduphoria.

Strategy's Expected Result/Impact: Improved Reading Scores, Independent Readers and Writers

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers, Teacher Assistants

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2

By the end of May 2027, the campus will increase the combined 3rd, 4th and 5th grade "Meets" and above percentage on STAAR Mathematics from 44% to 50%.

Evaluation Data Source: STAAR, Benchmark tests, Unit Tests, Lesson Plans, TTESS

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Analyze Math STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze

assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.

Strategy's Expected Result/Impact: Improved Math scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

☑ **Results Driven Accountability**

Implement a 60 minute math block aligned to TEKS and STAAR readiness and supporting standards. Sharon Wells, Explore Learning (Reflex Math & Frax), STEMscopes, manipulatives, math journals, visual aides, and ongoing staff development will support effective implementation. Analyze progress through unit tests and benchmarks using Eduphoria. Writing will be integrated to ensure students can explain the concepts learned in their own words.

Strategy's Expected Result/Impact: Improved Math scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

☑ **Results Driven Accountability**

Implement a 30 minute math intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Math STAAR test in 2025-2026 using STEMscopes or other resources. Analyze progress through unit tests and benchmarks using

Eduphoria or Edcite.

Strategy's Expected Result/Impact: Improved Math scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Use technology to access online resources to differentiate and enhance math instruction and make learning activities more interactive. Resources include: Explore Learning (Reflex Math & Frax), STEMscopes, EDpuzzle, Sharon Wells, IXL, EdCite, Eduphoria, Google Classroom, Nearpod, Notebook LM, 2024 ELPS, etc.

Strategy's Expected Result/Impact: Improved Math scores

Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement a structured MTSS model to assist students who are not performing at grade level in Math. Provide tutoring after school. Scientifically research-based math intervention programs assigned by the math teacher are available before, during and after school to assist students who are below grade level in math. Reflex Math & Frax and IXL are available in the intervention lab and chrome books.

Strategy's Expected Result/Impact: Improved Math scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

By the end of the May 2027, the campus will increase 5th grade "Meets" and above percentage on STAAR Science from 26% to 35%.

Evaluation Data Source: Science STAAR, Benchmark tests, Unit Tests, Lesson Plans, TTESS, Science Fair feedback

Strategy 1

Analyze Science STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.

Strategy's Expected Result/Impact: Improved Science Scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Results Driven Accountability

A TEKS-based science curriculum will be implemented at every grade level using HMH Into Science learning model and Ford Ferrier Model. Use of science journals, lab activities, technology, word walls, vocabulary workbooks, videos, and visual aides will support implementation.

Strategy's Expected Result/Impact: Improved Science Scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers, Science Lab Teacher

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Targeted Support Strategy **Additional Targeted Support Strategy**

Results Driven Accountability

Interventions will be provided to students who struggle to succeed in science through tutoring sessions. Test preparation will be provided using HMH Into Science and Forde Ferrier. Analyze progress through unit test and benchmarks using Eduphoria.

Strategy's Expected Result/Impact: Improved Science Scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers, Science Lab Teacher

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Targeted Support Strategy **Additional Targeted Support Strategy**

Results Driven Accountability

Students will participate in hands-on lab activities as well as computer-based instruction like

HMH Into Science in Science lab run by a Science certified teacher to preview and review all Science concepts from grades two through five. Students will be assessed on each concept and repeat labs that were not successful. Additional instruction and video presentations will be provided based on STAAR disaggregation and student progress.

Strategy's Expected Result/Impact: Improved Science Scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers, Science Lab Teacher

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

All students will participate in classroom science showcase. Winners from each class will participate in the campus science showcase

Strategy's Expected Result/Impact: Improved Science Scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers, Science Lab Teacher, Science Judges

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Use technology to access online resources to differentiate and enhance science instruction and make learning activities more interactive. Resources include: Nearpod, HMH Into Science, Forde Ferrier, Ed Puzzle, 2024 ELPS, Google Classroom, Notebook LM, Blooket.

Strategy's Expected Result/Impact: Improved Science Scores

Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Assistant Principal, Teachers, Science Lab Teacher

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 7 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Seek out staff development in the area of Science to find ways to motivate students to learn the challenging Science vocabulary through interactive games and innovative instructional practices.

Strategy's Expected Result/Impact: Improved Science Scores

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers, Science Lab Teacher

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 ☑ High Priority

By the end of May 2027, the percentage of SPED students achieving "Meets" or above on STAAR Reading Language Arts will increase from 23% to 30%.

Evaluation Data Source: Report card, IEP Goals, Brigance data, STAAR, TELPAS, Referral rates, Schedules, Audit data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

☑ **Results Driven Accountability**

Continue to move students to least restrictive settings based on individual academic data and support their learning by scheduling time for Special Education certified staff to work within the general education classroom and plan for effective instruction and modifications with the general education teacher. Provide co-teaching and Universal Design for Learning training for the general education teachers and Special Education teachers as well as common planning time.

Strategy's Expected Result/Impact: Student advancement toward IEP goals

Staff Responsible for Monitoring: SPED Director, Principal, Assistant Principal, SPED Teachers, General Ed Teachers, Diagnostician

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

☑ **Results Driven Accountability**

Continue to refine the Multi-Tiered System of Supports (MTSS) model to effectively intervene when a student experiences academic or behavioral difficulties through the use of a Student Assistance Team (SAT) to recommend and monitor the effectiveness of interventions, provide health services, and to provide data-supported input when referring students for Dyslexia screening, 504 or Special Education evaluations.

Strategy's Expected Result/Impact: Student advancement toward IEP goals

Staff Responsible for Monitoring: SPED Director, Principal, Assistant Principal, Counselor, SPED Teachers, General Ed Teachers, Diagnostician

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

☑ **Results Driven Accountability**

Analyze the assignments and schedules of special education teachers and assistants and adjust as needed to meet the changing needs of students and promote least restrictive settings and efficient use of staff and resources.

Strategy's Expected Result/Impact: Student advancement toward IEP goals

Staff Responsible for Monitoring: SPED Director, Principal, Assistant Principal, SPED Teachers, General Ed Teachers, Diagnostician

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Align Reading instruction in Special Education pull-out programs through training and aligned resources K-8th grades. The Wilson Reading program will be implemented across campuses with levels increased yearly.

Strategy's Expected Result/Impact: Student advancement toward IEP goals

Staff Responsible for Monitoring: SPED Director, Principal, Assistant Principal, SPED Teachers, General Ed Teachers, Diagnostician

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

By the end of May 2027, the percentage of Emergent Bilinguals advancing at least one composite proficiency level on TELPAS will increase from 42% to 50%.

Evaluation Data Source: TELPAS, LPAC minutes, Exit data, TTESS, STAAR, Summit K-12

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Continue with the 50/50 Biliteracy model of One Way Dual Language Instruction. Teachers will indicate language of instruction on their schedules and lesson plans and utilize ELPs to ensure understanding and the development of Listening, Speaking, Reading, and Writing in English. Teacher understanding and awareness of English proficiency levels and length of time in U.S. schools for each of their students will be critical in ensuring appropriate levels of support for each student.

Strategy's Expected Result/Impact: One proficiency level advancement in English

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide staff development on the new 2024 ELPs while continuing professional development on the 50/50 Biliteracy model as well as research and strategies for ELs. Continually evaluate the effectiveness of the Bilingual Program.

Strategy's Expected Result/Impact: One proficiency level advancement in English

Staff Responsible for Monitoring: Assistant Superintendent, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

☑ **Results Driven Accountability**

Participate in district efforts to develop an effective transition plan to provide a consistent continuum of services for English language learners as they progress between campuses, grade levels, and teachers. Provide intervention for students who are not progressing in TELPAS. Tutoring, intersessions, TELPAS camps, and summer school will address language acquisition needs. LPAC will monitor each grading period for all LEP students, to include parent denials.

Strategy's Expected Result/Impact: One proficiency level advancement in English

Staff Responsible for Monitoring: Assistant Superintendent, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

All bilingual and monolingual teachers will continue training in Sheltered English, ELPS, Summit K-12, innovative bilingual models, and Differentiated Instruction.

Strategy's Expected Result/Impact: One proficiency level advancement in English

Staff Responsible for Monitoring: Assistant Superintendent, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 6

By the end of June 2027, the campus will increase the Student Achievement (Domain 1) accountability raw score 10 percentage points from a 43 (72 conversion score) to a 53 (80 conversion score).

Evaluation Data Source: TELPAS, TTESS, STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

All students have a chrome book so that teachers can integrate technology in the classroom. Update technology regularly and provide training to key personnel who will train the entire staff.

Strategy's Expected Result/Impact: Develop essential skills needed

Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement a technology-based intervention lab to run Accelerated Reader, Summit K-12, Typing.com, Reflex/Frax Math, Lexia, SAVAAS, etc. Students will be placed in Tier 1 and Tier II interventions with flexible grouping based on individual assessment data and teacher input. The lab will be utilized during the day as well as before and after school to address academic and language needs.

Strategy's Expected Result/Impact: Develop essential skills needed

Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Use Eduphoria data analysis and benchmark tool to analyze student performance on STAAR and locally developed benchmarks to inform instructional decisions, evaluate curriculum, and plan for interventions.

Strategy's Expected Result/Impact: Improved STAAR scores

Staff Responsible for Monitoring: Director of Technology, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 7

By the end of May 2027, the campus will maintain the number of students identified and served as Gifted and Talented at 10%.

Evaluation Data Source: GT report, Science Lab Schedule, STAAR Scores

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Students identified as Gifted and Talented will be served through differentiated instruction in the general classroom as well as through a weekly pull-out program where students will use advanced technology to produce professional level products in the area of the arts, finance, science, and literature. A field trip will be offered. All GT students are expected to participate in academic UIL events. Differentiation in the classroom may include activities such as tiered assignments, challenging vocabulary, choice menus and/or passion projects. These will be based on areas of advancement as observed by the teacher.

Strategy's Expected Result/Impact: Have GT students improve in all subject areas.

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers, GT Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Assess students yearly to identify new GT students based on teacher, parent, and/or student (self) referral.

Strategy's Expected Result/Impact: Improve GT Student identification

Staff Responsible for Monitoring: Instructional Facilitator, Principal, Assistant Principal, Teachers, GT Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

All core subject classroom and GT pull-out teachers, counselor, and administrators will be GT certified (30 hour certification) and will maintain and enhance their certification through a yearly 6 hour update focusing on differentiated instruction. GT conference and college readiness workshops will be offered on a rotating basis.

Strategy's Expected Result/Impact: Improve GT student identification and teacher knowledge

Staff Responsible for Monitoring: Assistant Superintendent, Instructional Facilitator, Principal, Assistant Principal, Teachers, GT Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 8

Throughout the 2026-2027 school year, the campus will increase the number of opportunities and student participation in Fine Arts events.

Evaluation Data Source: Art/Music Schedule, monthly calendars, EPCC Art Show, Campus Fine Arts Gala

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

All students will be provided a 45 minute weekly Fine Arts course (Music or Art) to develop creativity, craftsmanship, performance, and appreciation of the arts. Fine arts clubs and art contests will also be offered. Exhibition and performance opportunities will be provided a minimum of two times per year.

Strategy's Expected Result/Impact: Develop creativity and appreciation of the arts.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Fine Arts Teacher

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 9 ☑ High Priority

Throughout the 2026-2027 school year, the campus will provide tiered interventions to 100% of students needing supports to achieve their goals in Reading and Mathematics.

Evaluation Data Source: TTESS, STAAR, TELPAS, Subgroup data for LEP and SPED, Accountability report, Teacher and student growth trackers

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Designate an MTSS team to identify and address areas of need and develop a plan for improvement. Review and revise MTSS flowcharts based on student needs.

Strategy's Expected Result/Impact: Improved scores in Reading and Math

Staff Responsible for Monitoring: Assistant Superintendent, Campus Improvement Team, Principal, Assistant Principal,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide Summer Literacy Camps and/or Intersession to ensure students continue to develop their literacy skills after the regular school year has ended. Hold camps in June to ensure that students progress rather than regress during the summer. Provide library access during the program. Focus on English literacy for long term ELs as well as foundational native language literacy for students with interrupted schooling.

Strategy's Expected Result/Impact: Improved scores in Reading and Math

Staff Responsible for Monitoring: Assistant Superintendent, Campus Improvement Team, Principal, Assistant Principal,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

LEP students participate in any regular education interventions needed. Additionally, LEP students will be assigned individual learning plans and interventions based on their progress as assessed by TELPAS, STAAR, local assessments and teacher observation presented to and analyzed by the LPAC committees.

Strategy's Expected Result/Impact: Improved scores in Reading and Math

Staff Responsible for Monitoring: Campus Improvement Team, Principal, Assistant Principal,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

All teachers will participate in staff development in best practices as outlined in the TTESS rubric. Classroom walk-throughs and feedback will be given through Eduphoria.

Strategy's Expected Result/Impact: Improved teacher quality

Staff Responsible for Monitoring: Assistant Superintendent, Campus Improvement Team, Principal, Assistant Principal,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Goal 3

O'Donnell Intermediate School will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 1

Throughout the 2026-2027 school year, the campus will increase the number of designated teachers in the Teacher Incentive Allotment program by 10% of its current number of 66% to 76%. Resources will be the TTESS rubric, PLCs, and Teacher to Teacher walkthroughs.

Evaluation Data Source: STAAR, TTESS, Teacher Certifications, Professional Development

Strategy 1

All teachers will participate in staff development in best practices as outlined in the TTESS rubric. Classroom walk-throughs and feedback will be given through Eduphoria.

Strategy's Expected Result/Impact: Improved teacher quality

Staff Responsible for Monitoring: Assistant Superintendent, Campus Improvement Team, Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy** ☑ **Results Driven Accountability**

Recruit and retain highly qualified staff through ongoing professional development opportunities as well as opportunities for teacher input in all areas of campus improvement. Provide teacher recognition opportunities.

Strategy's Expected Result/Impact: Retention of highly qualified staff

Staff Responsible for Monitoring: Human Resources Director, Assistant Superintendent, Principal, Assistant Principal, Instructional Facilitator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide focused and sustained staff development in the following areas:
Math
Science
Reading
Language Arts
Social Studies
HMH Into Reading
HMH Into Science
Texas Reading and Writing
Summit K-12
ELPs
Google Suite
Classroom Management
Cooperative Learning
Co-Teaching
Sheltered English Instruction
Gifted and Talented
Technology
Learning Styles
Professional Learning Communities
Inclusion
Differentiated Instruction
T-TESS
Teacher Incentive Allotment/Student Growth
Job Specific: PE, Fine Arts, STEAM, etc.

Strategy's Expected Result/Impact: Retention of highly qualified staff

Staff Responsible for Monitoring: Assistant Superintendent, Principal, Assistant Principal, Instructional Facilitator

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

By the end of May 2027, the campus will increase the overall student attendance rate from 96% to 98%.

Evaluation Data Source: Attendance Rates

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Monitor attendance daily and communicate with parents as problems arise or when attendance falls below the required 90%. The principal and/or attendance committee will review incidents of excessive absence and/or tardies and recommend interventions when meeting with the parents or guardians in an attempt to remedy the problem before it becomes a court referral.

Strategy's Expected Result/Impact: Increase attendance rate to 98%

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Attendance Secretary, Attendance Officer

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide incentives to promote attendance such as perfect attendance awards each month, each nine weeks and at the end of the year, grade level attendance awards, raffles, certificates, and trophies.

Strategy's Expected Result/Impact: Increase attendance rate to 98%

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide mentors to students that had more than 15 absences the previous year. These mentors will check in with students daily and provide support and/or incentives.

Strategy's Expected Result/Impact: Increase attendance to 98%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Attendance Secretary, Attendance Officer

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Throughout the 2026-2027 school year, the campus will recognize student achievement and provide opportunities for competitions and performances.

Evaluation Data Source: Participation numbers, Discipline referrals, Calendars

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Students will have the opportunity to participate in UIL events, choir and dance performances, Spanish Spelling Bee Showcase, art and essay contests and AR reward days. Awards' assemblies for Science Fair, UIL, honor roll, attendance, and citizenship, as well as most improved student, and club participation will be held yearly. Each grading period will result in awards for academics and attendance.

Strategy's Expected Result/Impact: Improve student academic excellence

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Throughout the 2026-2027 school year, the campus will increase student participation in a variety of high interest clubs and after school programs to promote and build on life long skills.

Evaluation Data Source: Participation numbers, discipline referrals, attendance rates, calendars

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

O'Donnell will offer the following clubs and after school programs in an effort to promote higher level thinking, a sense of belonging, and a desire to come to school:
Homework Lab
Tutoring
Science STEM Club
Basketball Club
Volleyball Club
Folklorico Dance Group
Guitar Club
Stage Club
Choir
Craft Club
Recorder Club
Lego Club
Robotics Club
Puzzle Club
Courtesy Club
Media Club
Board Games Club
Walking Club
Destination Imagination Club
Library Club

Strategy's Expected Result/Impact: Improve student academic excellence and attendance

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Club Sponsors

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

Throughout the 2026-2027 school year, 100% of students will be made aware of post-secondary opportunities and motivated to continue their education beyond high school.

Evaluation Data Source: Discipline referrals, student participations in college activities, displays, attendance rates, student surveys

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Each class will represent a college or university. The classroom teacher will display the logo, mascot, location, and college information in and around the classroom. The teacher will use college terms and allow students to write to the college and learn about the programs available.

Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students

Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Hold Monday College Rallies. Students will wear their college shirts every Monday. Third, fourth and fifth graders will alternate every Monday in the auditorium where a different college will be highlighted. The class for that college will perform their college cheer and the students will watch a recruiting video, hear guest speakers, and learn about the highlighted college. Every Monday, the ROAR expectations necessary to stay "on the road to college" will be discussed.

Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students

Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Extend the college theme to all areas of student life, including field day and STAAR rallies. Refer to classes by their college to promote a team atmosphere. Classes use their roll call when being picked up in the morning and at lunch. Develop a relationship with each college to promote mutual support.

Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students

Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Create a supportive connection with surrounding universities, colleges and technical colleges: UTEP, EPCC, Western Tech, Milan, etc. Take students on campus visits to promote CCMR opportunities/awareness. Invite post secondary athletes to our annual STAAR rally. Explore other connections such as camps, and field trips to UTEP.

Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students

Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Train all teachers in the No Excuses University strategies by sending a team of six teachers each year to their institute. Each team will come back and present to the staff. Apply to be a "No Excuses" campus and maintain the training by attending yearly conferences.

Strategy's Expected Result/Impact: Improve student academic excellence, ensure postsecondary readiness of all students

Staff Responsible for Monitoring: Counselor, Instructional Facilitator, Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Goal 4

O'Donnell Intermediate School will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.

Performance Objective 1

Throughout the 2026-2027 school year, the campus will double the number of parents involved in campus activities. (Open House, Meet the Teacher Night, Coffee with the Principal, Grandparents' Day, Thanksgiving lunch, Fine Arts Galas, Agriculture Day, Career Day)

Evaluation Data Source: Parent sign-in sheets, Parent Calendars, Parent surveys, STAAR Scores, Parent and Family Engagement Policy, Parent Compact, Class Dojo, Instagram, X, School Website, InHouse TV, Title 1 and Title 3 info

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

☑ **Results Driven Accountability**

Ensure parent awareness of HB 1416 by:
Distributing information to all parents of students in English and Spanish.
Hold accelerated learning conferences for all fourth grade students that failed STAAR in third grade at the beginning of the year.
Meet with parents as needed to update on progress.
Include parents in committee meetings

Strategy's Expected Result/Impact: Passing scores in STAAR

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

☑ **Results Driven Accountability**

Increase parent awareness of campus activities and highlights through:
Distribution of Monthly calendars (Hard copy, Class DoJo, school website and/or other media platforms)
Written communications sent by the school in English and Spanish
Hold one Open House in the Fall and one Parent/Teacher Conference Night in the Spring.

Provide a parent newsletter
Hold monthly parenting classes
Provide a "Meet the Teacher" night before the start of each school year
Encourage parents to sign up for Parent Self-Serve and show parents how to check AR through Renaissance Home Connect
Use the campus webpage to provide important school information and pictures of past events
Advertise accomplishments and upcoming events through social media.

Strategy's Expected Result/Impact: Increase parent involvement

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Recruit parent volunteers and provide opportunities for parents to attend workshops, trainings, and conferences in the areas of parenting, disabilities, school instructional programs, and child development. Encourage parent participation through committees such as LPAC, CIT, CAT/PAC, and DIT.

Strategy's Expected Result/Impact: Increase parent involvement

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

By the end of May 2027, the percentage of migrant students achieving "Meets" or above on STAAR Reading Language Arts will increase from 50% to 55%.

Evaluation Data Source: Parent sign-in sheets, Parent Calendars, Parent surveys, STAAR Scores, Parent and Family Engagement Policy, Parent Compact

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Work with the migrant department by referring students and families in need of assistance. Coordinate tutoring, fine arts, and summer opportunities for migrant students. Monitor the academic and social-emotional needs of migrant students and coordinate services. Provide health services for migrant students.

Strategy's Expected Result/Impact: Migrant student academic success

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Goal 5 O'Donnell Intermediate School will operate in a fiscally sound manner through financial transparency.

Performance Objective 1

Throughout the 2026-2027 school year, the campus will demonstrate financial transparency to staff and community about activities, events, and programs through the Campus Improvement Process.

Evaluation Data Source: CIT agenda, budget sheets

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Work with teachers and staff throughout the year to evaluate programs. Monitor use and effectiveness in comparison to cost.

Strategy's Expected Result/Impact: Reduce unnecessary costs

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Improvement Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Work with Campus Improvement Team (CIT) to include more parents and provide information regarding campus finances and various programs and event costs.

Strategy's Expected Result/Impact: Reduce unnecessary costs

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Improvement Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Goal Tables

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Counselor will conduct classroom presentations and school-wide activities to promote Character Education. The counselor will conduct approximately two Character Education classes per month to include bullying prevention, conflict resolution and social skills. Teachers will integrate the ROAR expectations into the instructional program as appropriate. The school expectations will be the central theme of the campus behavior management plan and will be explained in detail through the student, staff and parent codes of conduct. The counselor will also implement the program Rethink ED and the Texas Model for Comprehensive School Counseling Program.
1	1	2	The counselor will instruct all students through the Rethink ED anti-bullying curriculum to include strategies for the victim, bystander, and bully. Social skills instructional classes will be provided in small groups based on student needs. The counselor will be in the cafeteria and on the playground to assist students with bullying issues and social interactions. Presenters will contribute with talks and presentations.
1	2	1	A trained campus PBIS team will meet regularly to review campus and student behavior and procedures. All teachers will implement a Behavior Management Plan built around the ROAR expectations. Teachers will set clear expectations for student behaviors. Teachers will be required to follow their classroom management plan prior to sending students to the office with a referral. Positive behavior supports and clear routines and procedures will be explicitly modeled and practiced. Rethinking forms and parent conferences will be utilized to promote a team approach to student success and good citizenship. This team includes the staff, student, and parent.
1	2	2	The PBIS expectations will be posted and clarified for all common areas: cafeteria, restrooms, playground, and hallways. Establish a a Character Club/Advisory Committee to model appropriate playground behavior. and give feedback on ways to improve our school. ROAR tickets and other reinforcers will be given to reinforce positive behaviors.
1	2	3	The PBIS or MTSS team may refer students to the check in/check out program to monitor and reinforce behavior improvement. Counseling is provided to students in need of this service. Behavior needs of special education students may be addressed through the development of a behavior intervention plan. Alternatives to class removal will be considered for all students.
1	3	1	The counselor and teachers will participate in a drug free week to include drug use prevention education, red-ribbon student activities and contests, as well as guest speakers.
1	3	2	The school nurse will: Provide hearing and vision screening for 3rd, 5th, and new students Maintain accurate records and review students' records to stay current on immunizations Communicate food allergy needs to cafeteria staff Provide early screenings for detection on diabetes Participate in campus program to promote healthy living Refer students in need of responsive services Conduct hygiene and puberty classes
1	3	3	Establish a campus wellness plan for students, staff, and parents. Continue to offer all students a TEKs-based physical education class with integrated Health TEKs for a minimum of 180 minutes weekly. Implement Fitness Fridays and ODI Madness Day to encourage family participation in fun fitness activities like students vs staff competitions once a semester.
1	3	4	Hold a yearly Field Day event for all students. Conduct FitnessGram testing yearly.
1	3	5	Implement the Fresh Fruit and Vegetable Program (FFVP) in partnership with the Food Services Department and PE Program. All students and teachers acting as role models will receive two different fresh fruit or vegetable options each week, distributed during class time. Informational handouts detailing the benefits and description of each will be distributed.

Goal	Objective	Strategy	Description
2	1	1	Analyze Reading STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	2	Provide for a schedule of flexible grouping to meet student reading and writing needs. Students will be assessed and placed in guided reading groups for small group instruction. Implement the "HMH Into Reading" and HMH "Arriba la Lectura" to include embedded growth mindset strategies and a leveled library. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	3	Promote independent reading through implementation of the Accelerated Reader Program. All students will be required to read independently for a minimum of 30 minutes each night and keep an AR journal. All students will be given a goal to reach based on their reading level each nine weeks. Prizes and incentives will be used to encourage participation. A campus AR library , classroom libraries, Central library, computer lab, and chrome books will support program implementation. Extended library and lab hours before and after school will increase access to the program.
2	1	4	Implement a Structured Literacy approach to reading and writing instruction aligned to the TEKS using "HMH Into Reading" and HMH "Arriba la Lectura." Students will use APE to respond to text-based questions using evidence to support their answers. In all other content areas, writing will be used as a learning tool to internalize lesson. Teachers will emphasize that students use a capital letter and correct punctuation.
2	1	5	Use technology to access online resources to differentiate, remediate, and enhance instruction and make learning activities in reading and writing more interactive. Resources include Summit K-12, Lexia, Ed Puzzle, Typing.com, Accelerated Reading, Google Classroom, We Will Write, NotebookLM, Scholastic Story Starters, Magic School AI, Blooket, Gemini AI, 2024 ELPS, SAVAAS, Esperanza Phonics, Wilson, and HMH online resources.
2	1	6	Implement a structured MTSS model to assist students who are not performing at grade level in Reading. Provide tutoring after school and intersession. Scientifically research-based reading intervention programs assigned by the Reading teacher are available before, during, and after school to assist students who are below grade level in reading. Reading pull-out instruction by reading specialist is available. Students identified with characteristics of Dyslexia will be provided Lexia and the Wilson Program. Esperanza Phonics for Spanish instruction.
2	2	1	Analyze Math STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	2	Implement a 60 minute math block aligned to TEKS and STAAR readiness and supporting standards. Sharon Wells, Explore Learning (Reflex Math & Frax), STEMscopes, manipulatives, math journals, visual aides, and ongoing staff development will support effective implementation. Analyze progress through unit tests and benchmarks using Eduphoria. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	3	Implement a 30 minute math intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Math STAAR test in 2025-2026 using STEMscopes or other resources. Analyze progress through unit tests and benchmarks using Eduphoria or Edcite.
2	2	4	Use technology to access online resources to differentiate and enhance math instruction and make learning activities more interactive. Resources include: Explore Learning (Reflex Math & Frax), STEMscopes, EDpuzzle, Sharon Wells, IXL, EdCite, Eduphoria, Google Classroom, Nearpod, Notebook LM, 2024 ELPS, etc.

Goal	Objective	Strategy	Description
2	2	5	Implement a structured MTSS model to assist students who are not performing at grade level in Math. Provide tutoring after school. Scientifically research-based math intervention programs assigned by the math teacher are available before, during and after school to assist students who are below grade level in math. Reflex Math & Frax and IXL are available in the intervention lab and chrome books.
2	3	2	A TEKS-based science curriculum will be implemented at every grade level using HMH Into Science learning model and Ford Ferrier Model. Use of science journals, lab activities, technology, word walls, vocabulary workbooks, videos, and visual aides will support implementation.
2	3	3	Interventions will be provided to students who struggle to succeed in science through tutoring sessions. Test preparation will be provided using HMH Into Science and Forde Ferrier. Analyze progress through unit test and benchmarks using Eduphoria.
2	3	4	Students will participate in hands-on lab activities as well as computer-based instruction like HMH Into Science in Science lab run by a Science certified teacher to preview and review all Science concepts from grades two through five. Students will be assessed on each concept and repeat labs that were not successful. Additional instruction and video presentations will be provided based on STAAR disaggregation and student progress.
2	3	5	All students will participate in classroom science showcase. Winners from each class will participate in the campus science showcase
2	3	6	Use technology to access online resources to differentiate and enhance science instruction and make learning activities more interactive. Resources include: Nearpod, HMH Into Science, Forde Ferrier, Ed Puzzle, 2024 ELPS, Google Classroom, Notebook LM, Blooket.
2	3	7	Seek out staff development in the area of Science to find ways to motivate students to learn the challenging Science vocabulary through interactive games and innovative instructional practices.
2	4	1	Continue to move students to least restrictive settings based on individual academic data and support their learning by scheduling time for Special Education certified staff to work within the general education classroom and plan for effective instruction and modifications with the general education teacher. Provide co-teaching and Universal Design for Learning training for the general education teachers and Special Education teachers as well as common planning time.
2	4	2	Continue to refine the Multi-Tiered System of Supports (MTSS) model to effectively intervene when a student experiences academic or behavioral difficulties through the use of a Student Assistance Team (SAT) to recommend and monitor the effectiveness of interventions, provide health services, and to provide data-supported input when referring students for Dyslexia screening, 504 or Special Education evaluations.
2	4	3	Analyze the assignments and schedules of special education teachers and assistants and adjust as needed to meet the changing needs of students and promote least restrictive settings and efficient use of staff and resources.
2	4	4	Align Reading instruction in Special Education pull-out programs through training and aligned resources K-8th grades. The Wilson Reading program will be implemented across campuses with levels increased yearly.
2	5	1	Continue with the 50/50 Biliteracy model of One Way Dual Language Instruction. Teachers will indicate language of instruction on their schedules and lesson plans and utilize ELPs to ensure understanding and the development of Listening, Speaking, Reading, and Writing in English. Teacher understanding and awareness of English proficiency levels and length of time in U.S. schools for each of their students will be critical in ensuring appropriate levels of support for each student.
2	5	2	Provide staff development on the new 2024 ELPs while continuing professional development on the 50/50 Biliteracy model as well as research and strategies for ELs. Continually evaluate the effectiveness of the Bilingual Program.

Goal	Objective	Strategy	Description
2	5	3	Participate in district efforts to develop an effective transition plan to provide a consistent continuum of services for English language learners as they progress between campuses, grade levels, and teachers. Provide intervention for students who are not progressing in TELPAS. Tutoring, intersessions, TELPAS camps, and summer school will address language acquisition needs. LPAC will monitor each grading period for all LEP students, to include parent denials.
2	5	4	All bilingual and monolingual teachers will continue training in Sheltered English, ELPS, Summit K-12, innovative bilingual models, and Differentiated Instruction.
2	6	1	All students have a chrome book so that teachers can integrate technology in the classroom. Update technology regularly and provide training to key personnel who will train the entire staff.
2	6	2	Implement a technology-based intervention lab to run Accelerated Reader, Summit K-12, Typing.com, Reflex/Frax Math, Lexia, SAVAAS, etc. Students will be placed in Tier 1 and Tier II interventions with flexible grouping based on individual assessment data and teacher input. The lab will be utilized during the day as well as before and after school to address academic and language needs.
2	6	3	Use Eduphoria data analysis and benchmark tool to analyze student performance on STAAR and locally developed benchmarks to inform instructional decisions, evaluate curriculum, and plan for interventions.
2	7	1	Students identified as Gifted and Talented will be served through differentiated instruction in the general classroom as well as through a weekly pull-out program where students will use advanced technology to produce professional level products in the area of the arts, finance, science, and literature. A field trip will be offered. All GT students are expected to participate in academic UIL events. Differentiation in the classroom may include activities such as tiered assignments, challenging vocabulary, choice menus and/or passion projects. These will be based on areas of advancement as observed by the teacher.
2	7	2	Assess students yearly to identify new GT students based on teacher, parent, and/or student (self) referral.
2	7	3	All core subject classroom and GT pull-out teachers, counselor, and administrators will be GT certified (30 hour certification) and will maintain and enhance their certification through a yearly 6 hour update focusing on differentiated instruction. GT conference and college readiness workshops will be offered on a rotating basis.
2	8	1	All students will be provided a 45 minute weekly Fine Arts course (Music or Art) to develop creativity, craftsmanship, performance, and appreciation of the arts. Fine arts clubs and art contests will also be offered. Exhibition and performance opportunities will be provided a minimum of two times per year.
2	9	1	Designate an MTSS team to identify and address areas of need and develop a plan for improvement. Review and revise MTSS flowcharts based on student needs.
2	9	2	Provide Summer Literacy Camps and/or Intersession to ensure students continue to develop their literacy skills after the regular school year has ended. Hold camps in June to ensure that students progress rather than regress during the summer. Provide library access during the program. Focus on English literacy for long term ELs as well as foundational native language literacy for students with interrupted schooling.
2	9	3	LEP students participate in any regular education interventions needed. Additionally, LEP students will be assigned individual learning plans and interventions based on their progress as assessed by TELPAS, STAAR, local assessments and teacher observation presented to and analyzed by the LPAC committees.
2	9	4	All teachers will participate in staff development in best practices as outlined in the TTESS rubric. Classroom walk-throughs and feedback will be given through Eduphoria.
3	1	2	Recruit and retain highly qualified staff through ongoing professional development opportunities as well as opportunities for teacher input in all areas of campus improvement. Provide teacher recognition opportunities.

Goal	Objective	Strategy	Description
3	1	3	Provide focused and sustained staff development in the following areas: Math Science Reading Language Arts Social Studies HMH Into Reading HMH Into Science Texas Reading and Writing Summit K-12 ELPs Google Suite Classroom Management Cooperative Learning Co-Teaching Sheltered English Instruction Gifted and Talented Technology Learning Styles Professional Learning Communities Inclusion Differentiated Instruction T-TESS Teacher Incentive Allotment/ Student Growth Job Specific: PE, Fine Arts, STEAM, etc.
3	2	1	Monitor attendance daily and communicate with parents as problems arise or when attendance falls below the required 90%. The principal and/or attendance committee will review incidents of excessive absence and/or tardies and recommend interventions when meeting with the parents or guardians in an attempt to remedy the problem before it becomes a court referral.
3	2	2	Provide incentives to promote attendance such as perfect attendance awards each month, each nine weeks and at the end of the year, grade level attendance awards, raffles, certificates, and trophies.
3	3	1	Students will have the opportunity to participate in UIL events, choir and dance performances, Spanish Spelling Bee Showcase, art and essay contests and AR reward days. Awards' assemblies for Science Fair, UIL, honor roll, attendance, and citizenship, as well as most improved student, and club participation will be held yearly. Each grading period will result in awards for academics and attendance.
3	4	1	O'Donnell will offer the following clubs and after school programs in an effort to promote higher level thinking, a sense of belonging, and a desire to come to school: Homework Lab Tutoring Science STEM Club Basketball Club Volleyball Club Folklorico Dance Group Guitar Club Stage Club Choir Craft Club Recorder Club Lego Club Robotics Club Puzzle Club Courtesy Club Media Club Board Games Club Walking Club Destination Imagination Club Library Club
3	5	1	Each class will represent a college or university. The classroom teacher will display the logo, mascot, location, and college information in and around the classroom. The teacher will use college terms and allow students to write to the college and learn about the programs available.
3	5	2	Hold Monday College Rallies. Students will wear their college shirts every Monday. Third, fourth and fifth graders will alternate every Monday in the auditorium where a different college will be highlighted. The class for that college will perform their college cheer and the students will watch a recruiting video, hear guest speakers, and learn about the highlighted college. Every Monday, the ROAR expectations necessary to stay "on the road to college" will be discussed.
3	5	3	Extend the college theme to all areas of student life, including field day and STAAR rallies. Refer to classes by their college to promote a team atmosphere. Classes use their roll call when being picked up in the morning and at lunch. Develop a relationship with each college to promote mutual support.
3	5	4	Create a supportive connection with surrounding universities, colleges and technical colleges: UTEP, EPCC, Western Tech, Milan, etc. Take students on campus visits to promote CCMR opportunities/awareness. Invite post secondary athletes to our annual STAAR rally. Explore other connections such as camps, and field trips to UTEP.
3	5	5	Train all teachers in the No Excuses University strategies by sending a team of six teachers each year to their institute. Each team will come back and present to the staff. Apply to be a "No Excuses" campus and maintain the training by attending yearly conferences.
4	1	1	Ensure parent awareness of HB 1416 by: Distributing information to all parents of students in English and Spanish. Hold accelerated learning conferences for all fourth grade students that failed STAAR in third grade at the beginning of the year. Meet with parents as needed to update on progress. Include parents in committee meetings

Goal	Objective	Strategy	Description
4	1	2	Increase parent awareness of campus activities and highlights through: Distribution of Monthly calendars (Hard copy, Class DoJo, school website and/or other media platforms) Written communications sent by the school in English and Spanish Hold one Open House in the Fall and one Parent/Teacher Conference Night in the Spring. Provide a parent newsletter Hold monthly parenting classes Provide a "Meet the Teacher" night before the start of each school year Encourage parents to sign up for Parent Self-Serve and show parents how to check AR through Renaissance Home Connect Use the campus webpage to provide important school information and pictures of past events Advertise accomplishments and upcoming events through social media.
4	1	3	Recruit parent volunteers and provide opportunities for parents to attend workshops, trainings, and conferences in the areas of parenting, disabilities, school instructional programs, and child development. Encourage parent participation through committees such as LPAC, CIT, CAT/PAC, and DIT.
4	2	1	Work with the migrant department by referring students and families in need of assistance. Coordinate tutoring, fine arts, and summer opportunities for migrant students. Monitor the academic and social-emotional needs of migrant students and coordinate services. Provide health services for migrant students.
5	1	1	Work with teachers and staff throughout the year to evaluate programs. Monitor use and effectiveness in comparison to cost.
5	1	2	Work with Campus Improvement Team (CIT) to include more parents and provide information regarding campus finances and various programs and event costs.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Counselor will conduct classroom presentations and school-wide activities to promote Character Education. The counselor will conduct approximately two Character Education classes per month to include bullying prevention, conflict resolution and social skills. Teachers will integrate the ROAR expectations into the instructional program as appropriate. The school expectations will be the central theme of the campus behavior management plan and will be explained in detail through the student, staff and parent codes of conduct. The counselor will also implement the program Rethink ED and the Texas Model for Comprehensive School Counseling Program.
1	1	2	The counselor will instruct all students through the Rethink ED anti-bullying curriculum to include strategies for the victim, bystander, and bully. Social skills instructional classes will be provided in small groups based on student needs. The counselor will be in the cafeteria and on the playground to assist students with bullying issues and social interactions. Presenters will contribute with talks and presentations.
1	2	1	A trained campus PBIS team will meet regularly to review campus and student behavior and procedures. All teachers will implement a Behavior Management Plan built around the ROAR expectations. Teachers will set clear expectations for student behaviors. Teachers will be required to follow their classroom management plan prior to sending students to the office with a referral. Positive behavior supports and clear routines and procedures will be explicitly modeled and practiced. Rethinking forms and parent conferences will be utilized to promote a team approach to student success and good citizenship. This team includes the staff, student, and parent.
1	2	2	The PBIS expectations will be posted and clarified for all common areas: cafeteria, restrooms, playground, and hallways. Establish a a Character Club/Advisory Committee to model appropriate playground behavior. and give feedback on ways to improve our school. ROAR tickets and other reinforcers will be given to reinforce positive behaviors.

Goal	Objective	Strategy	Description
1	2	3	The PBIS or MTSS team may refer students to the check in/check out program to monitor and reinforce behavior improvement. Counseling is provided to students in need of this service. Behavior needs of special education students may be addressed through the development of a behavior intervention plan. Alternatives to class removal will be considered for all students.
1	3	1	The counselor and teachers will participate in a drug free week to include drug use prevention education, red-ribbon student activities and contests, as well as guest speakers.
1	3	2	The school nurse will: Provide hearing and vision screening for 3rd, 5th, and new students Maintain accurate records and review students' records to stay current on immunizations Communicate food allergy needs to cafeteria staff Provide early screenings for detection on diabetes Participate in campus program to promote healthy living Refer students in need of responsive services Conduct hygiene and puberty classes
1	3	3	Establish a campus wellness plan for students, staff, and parents. Continue to offer all students a TEKs-based physical education class with integrated Health TEKs for a minimum of 180 minutes weekly. Implement Fitness Fridays and ODI Madness Day to encourage family participation in fun fitness activities like students vs staff competitions once a semester.
1	3	4	Hold a yearly Field Day event for all students. Conduct FitnessGram testing yearly.
1	3	5	Implement the Fresh Fruit and Vegetable Program (FFVP) in partnership with the Food Services Department and PE Program. All students and teachers acting as role models will receive two different fresh fruit or vegetable options each week, distributed during class time. Informational handouts detailing the benefits and description of each will be distributed.
2	1	1	Analyze Reading STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	2	Provide for a schedule of flexible grouping to meet student reading and writing needs. Students will be assessed and placed in guided reading groups for small group instruction. Implement the "HMH Into Reading" and HMH "Arriba la Lectura" to include embedded growth mindset strategies and a leveled library. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	3	Promote independent reading through implementation of the Accelerated Reader Program. All students will be required to read independently for a minimum of 30 minutes each night and keep an AR journal. All students will be given a goal to reach based on their reading level each nine weeks. Prizes and incentives will be used to encourage participation. A campus AR library , classroom libraries, Central library, computer lab, and chrome books will support program implementation. Extended library and lab hours before and after school will increase access to the program.
2	1	4	Implement a Structured Literacy approach to reading and writing instruction aligned to the TEKS using "HMH Into Reading" and HMH "Arriba la Lectura." Students will use APE to respond to text-based questions using evidence to support their answers. In all other content areas, writing will be used as a learning tool to internalize lesson. Teachers will emphasize that students use a capital letter and correct punctuation.
2	1	5	Use technology to access online resources to differentiate, remediate, and enhance instruction and make learning activities in reading and writing more interactive. Resources include Summit K-12, Lexia, Ed Puzzle, Typing.com, Accelerated Reading, Google Classroom, We Will Write, NotebookLM, Scholastic Story Starters, Magic School AI, Blooket, Gemini AI, 2024 ELPS, SAVAAS, Esperanza Phonics, Wilson, and HMH online resources.

Goal	Objective	Strategy	Description
2	1	6	Implement a structured MTSS model to assist students who are not performing at grade level in Reading. Provide tutoring after school and intersession. Scientifically research-based reading intervention programs assigned by the Reading teacher are available before, during, and after school to assist students who are below grade level in reading. Reading pull-out instruction by reading specialist is available. Students identified with characteristics of Dyslexia will be provided Lexia and the Wilson Program. Esperanza Phonics for Spanish instruction.
2	2	1	Analyze Math STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	2	Implement a 60 minute math block aligned to TEKS and STAAR readiness and supporting standards. Sharon Wells, Explore Learning (Reflex Math & Frax), STEMscopes, manipulatives, math journals, visual aides, and ongoing staff development will support effective implementation. Analyze progress through unit tests and benchmarks using Eduphoria. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	3	Implement a 30 minute math intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Math STAAR test in 2025-2026 using STEMscopes or other resources. Analyze progress through unit tests and benchmarks using Eduphoria or Edcite.
2	2	4	Use technology to access online resources to differentiate and enhance math instruction and make learning activities more interactive. Resources include: Explore Learning (Reflex Math & Frax), STEMscopes, EDpuzzle, Sharon Wells, IXL, EdCite, Eduphoria, Google Classroom, Nearpod, Notebook LM, 2024 ELPS, etc.
2	2	5	Implement a structured MTSS model to assist students who are not performing at grade level in Math. Provide tutoring after school. Scientifically research-based math intervention programs assigned by the math teacher are available before, during and after school to assist students who are below grade level in math. Reflex Math & Frax and IXL are available in the intervention lab and chrome books.
2	3	2	A TEKS-based science curriculum will be implemented at every grade level using HMH Into Science learning model and Ford Ferrier Model. Use of science journals, lab activities, technology, word walls, vocabulary workbooks, videos, and visual aides will support implementation.
2	3	3	Interventions will be provided to students who struggle to succeed in science through tutoring sessions. Test preparation will be provided using HMH Into Science and Forde Ferrier. Analyze progress through unit test and benchmarks using Eduphoria.
2	3	4	Students will participate in hands-on lab activities as well as computer-based instruction like HMH Into Science in Science lab run by a Science certified teacher to preview and review all Science concepts from grades two through five. Students will be assessed on each concept and repeat labs that were not successful. Additional instruction and video presentations will be provided based on STAAR disaggregation and student progress.
2	3	5	All students will participate in classroom science showcase. Winners from each class will participate in the campus science showcase
2	3	6	Use technology to access online resources to differentiate and enhance science instruction and make learning activities more interactive. Resources include: Nearpod, HMH Into Science, Forde Ferrier, Ed Puzzle, 2024 ELPS, Google Classroom, Notebook LM, Blooket.
2	3	7	Seek out staff development in the area of Science to find ways to motivate students to learn the challenging Science vocabulary through interactive games and innovative instructional practices.

Goal	Objective	Strategy	Description
2	4	1	Continue to move students to least restrictive settings based on individual academic data and support their learning by scheduling time for Special Education certified staff to work within the general education classroom and plan for effective instruction and modifications with the general education teacher. Provide co-teaching and Universal Design for Learning training for the general education teachers and Special Education teachers as well as common planning time.
2	4	2	Continue to refine the Multi-Tiered System of Supports (MTSS) model to effectively intervene when a student experiences academic or behavioral difficulties through the use of a Student Assistance Team (SAT) to recommend and monitor the effectiveness of interventions, provide health services, and to provide data-supported input when referring students for Dyslexia screening, 504 or Special Education evaluations.
2	4	3	Analyze the assignments and schedules of special education teachers and assistants and adjust as needed to meet the changing needs of students and promote least restrictive settings and efficient use of staff and resources.
2	4	4	Align Reading instruction in Special Education pull-out programs through training and aligned resources K-8th grades. The Wilson Reading program will be implemented across campuses with levels increased yearly.
2	5	1	Continue with the 50/50 Biliteracy model of One Way Dual Language Instruction. Teachers will indicate language of instruction on their schedules and lesson plans and utilize ELPs to ensure understanding and the development of Listening, Speaking, Reading, and Writing in English. Teacher understanding and awareness of English proficiency levels and length of time in U.S. schools for each of their students will be critical in ensuring appropriate levels of support for each student.
2	5	2	Provide staff development on the new 2024 ELPs while continuing professional development on the 50/50 Biliteracy model as well as research and strategies for ELs. Continually evaluate the effectiveness of the Bilingual Program.
2	5	3	Participate in district efforts to develop an effective transition plan to provide a consistent continuum of services for English language learners as they progress between campuses, grade levels, and teachers. Provide intervention for students who are not progressing in TELPAS. Tutoring, intersessions, TELPAS camps, and summer school will address language acquisition needs. LPAC will monitor each grading period for all LEP students, to include parent denials.
2	5	4	All bilingual and monolingual teachers will continue training in Sheltered English, ELPS, Summit K-12, innovative bilingual models, and Differentiated Instruction.
2	6	1	All students have a chrome book so that teachers can integrate technology in the classroom. Update technology regularly and provide training to key personnel who will train the entire staff.
2	6	2	Implement a technology-based intervention lab to run Accelerated Reader, Summit K-12, Typing.com, Reflex/Frax Math, Lexia, SAVAAS, etc. Students will be placed in Tier 1 and Tier II interventions with flexible grouping based on individual assessment data and teacher input. The lab will be utilized during the day as well as before and after school to address academic and language needs.
2	6	3	Use Eduphoria data analysis and benchmark tool to analyze student performance on STAAR and locally developed benchmarks to inform instructional decisions, evaluate curriculum, and plan for interventions.
2	7	1	Students identified as Gifted and Talented will be served through differentiated instruction in the general classroom as well as through a weekly pull-out program where students will use advanced technology to produce professional level products in the area of the arts, finance, science, and literature. A field trip will be offered. All GT students are expected to participate in academic UIL events. Differentiation in the classroom may include activities such as tiered assignments, challenging vocabulary, choice menus and/or passion projects. These will be based on areas of advancement as observed by the teacher.
2	7	2	Assess students yearly to identify new GT students based on teacher, parent, and/or student (self) referral.

Goal	Objective	Strategy	Description
2	7	3	All core subject classroom and GT pull-out teachers, counselor, and administrators will be GT certified (30 hour certification) and will maintain and enhance their certification through a yearly 6 hour update focusing on differentiated instruction. GT conference and college readiness workshops will be offered on a rotating basis.
2	8	1	All students will be provided a 45 minute weekly Fine Arts course (Music or Art) to develop creativity, craftsmanship, performance, and appreciation of the arts. Fine arts clubs and art contests will also be offered. Exhibition and performance opportunities will be provided a minimum of two times per year.
2	9	1	Designate an MTSS team to identify and address areas of need and develop a plan for improvement. Review and revise MTSS flowcharts based on student needs.
2	9	2	Provide Summer Literacy Camps and/or Intersession to ensure students continue to develop their literacy skills after the regular school year has ended. Hold camps in June to ensure that students progress rather than regress during the summer. Provide library access during the program. Focus on English literacy for long term ELs as well as foundational native language literacy for students with interrupted schooling.
2	9	3	LEP students participate in any regular education interventions needed. Additionally, LEP students will be assigned individual learning plans and interventions based on their progress as assessed by TELPAS, STAAR, local assessments and teacher observation presented to and analyzed by the LPAC committees.
2	9	4	All teachers will participate in staff development in best practices as outlined in the TTESS rubric. Classroom walk-throughs and feedback will be given through Eduphoria.
3	1	2	Recruit and retain highly qualified staff through ongoing professional development opportunities as well as opportunities for teacher input in all areas of campus improvement. Provide teacher recognition opportunities.
3	1	3	Provide focused and sustained staff development in the following areas: Math Science Reading Language Arts Social Studies HMH Into Reading HMH Into Science Texas Reading and Writing Summit K-12 ELPs Google Suite Classroom Management Cooperative Learning Co-Teaching Sheltered English Instruction Gifted and Talented Technology Learning Styles Professional Learning Communities Inclusion Differentiated Instruction T-TESS Teacher Incentive Allotment/ Student Growth Job Specific: PE, Fine Arts, STEAM, etc.
3	2	1	Monitor attendance daily and communicate with parents as problems arise or when attendance falls below the required 90%. The principal and/or attendance committee will review incidents of excessive absence and/or tardies and recommend interventions when meeting with the parents or guardians in an attempt to remedy the problem before it becomes a court referral.
3	2	2	Provide incentives to promote attendance such as perfect attendance awards each month, each nine weeks and at the end of the year, grade level attendance awards, raffles, certificates, and trophies.
3	2	3	Provide mentors to students that had more than 15 absences the previous year. These mentors will check in with students daily and provide support and/or incentives.
3	3	1	Students will have the opportunity to participate in UIL events, choir and dance performances, Spanish Spelling Bee Showcase, art and essay contests and AR reward days. Awards' assemblies for Science Fair, UIL, honor roll, attendance, and citizenship, as well as most improved student, and club participation will be held yearly. Each grading period will result in awards for academics and attendance.
3	4	1	O'Donnell will offer the following clubs and after school programs in an effort to promote higher level thinking, a sense of belonging, and a desire to come to school: Homework Lab Tutoring Science STEM Club Basketball Club Volleyball Club Folklorico Dance Group Guitar Club Stage Club Choir Craft Club Recorder Club Lego Club Robotics Club Puzzle Club Courtesy Club Media Club Board Games Club Walking Club Destination Imagination Club Library Club

Goal	Objective	Strategy	Description
3	5	1	Each class will represent a college or university. The classroom teacher will display the logo, mascot, location, and college information in and around the classroom. The teacher will use college terms and allow students to write to the college and learn about the programs available.
3	5	2	Hold Monday College Rallies. Students will wear their college shirts every Monday. Third, fourth and fifth graders will alternate every Monday in the auditorium where a different college will be highlighted. The class for that college will perform their college cheer and the students will watch a recruiting video, hear guest speakers, and learn about the highlighted college. Every Monday, the ROAR expectations necessary to stay "on the road to college" will be discussed.
3	5	3	Extend the college theme to all areas of student life, including field day and STAAR rallies. Refer to classes by their college to promote a team atmosphere. Classes use their roll call when being picked up in the morning and at lunch. Develop a relationship with each college to promote mutual support.
3	5	4	Create a supportive connection with surrounding universities, colleges and technical colleges: UTEP, EPCC, Western Tech, Milan, etc. Take students on campus visits to promote CCMR opportunities/awareness. Invite post secondary athletes to our annual STAAR rally. Explore other connections such as camps, and field trips to UTEP.
3	5	5	Train all teachers in the No Excuses University strategies by sending a team of six teachers each year to their institute. Each team will come back and present to the staff. Apply to be a "No Excuses" campus and maintain the training by attending yearly conferences.
4	1	1	Ensure parent awareness of HB 1416 by: Distributing information to all parents of students in English and Spanish. Hold accelerated learning conferences for all fourth grade students that failed STAAR in third grade at the beginning of the year. Meet with parents as needed to update on progress. Include parents in committee meetings
4	1	2	Increase parent awareness of campus activities and highlights through: Distribution of Monthly calendars (Hard copy, Class DoJo, school website and/or other media platforms) Written communications sent by the school in English and Spanish Hold one Open House in the Fall and one Parent/Teacher Conference Night in the Spring. Provide a parent newsletter Hold monthly parenting classes Provide a "Meet the Teacher" night before the start of each school year Encourage parents to sign up for Parent Self-Serve and show parents how to check AR through Renaissance Home Connect Use the campus webpage to provide important school information and pictures of past events Advertise accomplishments and upcoming events through social media.
4	1	3	Recruit parent volunteers and provide opportunities for parents to attend workshops, trainings, and conferences in the areas of parenting, disabilities, school instructional programs, and child development. Encourage parent participation through committees such as LPAC, CIT, CAT/PAC, and DIT.
4	2	1	Work with the migrant department by referring students and families in need of assistance. Coordinate tutoring, fine arts, and summer opportunities for migrant students. Monitor the academic and social-emotional needs of migrant students and coordinate services. Provide health services for migrant students.
5	1	1	Work with teachers and staff throughout the year to evaluate programs. Monitor use and effectiveness in comparison to cost.
5	1	2	Work with Campus Improvement Team (CIT) to include more parents and provide information regarding campus finances and various programs and event costs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Counselor will conduct classroom presentations and school-wide activities to promote Character Education. The counselor will conduct approximately two Character Education classes per month to include bullying prevention, conflict resolution and social skills. Teachers will integrate the ROAR expectations into the instructional program as appropriate. The school expectations will be the central theme of the campus behavior management plan and will be explained in detail through the student, staff and parent codes of conduct. The counselor will also implement the program Rethink ED and the Texas Model for Comprehensive School Counseling Program.
1	1	2	The counselor will instruct all students through the Rethink ED anti-bullying curriculum to include strategies for the victim, bystander, and bully. Social skills instructional classes will be provided in small groups based on student needs. The counselor will be in the cafeteria and on the playground to assist students with bullying issues and social interactions. Presenters will contribute with talks and presentations.
1	2	1	A trained campus PBIS team will meet regularly to review campus and student behavior and procedures. All teachers will implement a Behavior Management Plan built around the ROAR expectations. Teachers will set clear expectations for student behaviors. Teachers will be required to follow their classroom management plan prior to sending students to the office with a referral. Positive behavior supports and clear routines and procedures will be explicitly modeled and practiced. Rethinking forms and parent conferences will be utilized to promote a team approach to student success and good citizenship. This team includes the staff, student, and parent.
1	2	2	The PBIS expectations will be posted and clarified for all common areas: cafeteria, restrooms, playground, and hallways. Establish a a Character Club/Advisory Committee to model appropriate playground behavior. and give feedback on ways to improve our school. ROAR tickets and other reinforcers will be given to reinforce positive behaviors.
1	2	3	The PBIS or MTSS team may refer students to the check in/check out program to monitor and reinforce behavior improvement. Counseling is provided to students in need of this service. Behavior needs of special education students may be addressed through the development of a behavior intervention plan. Alternatives to class removal will be considered for all students.
1	3	1	The counselor and teachers will participate in a drug free week to include drug use prevention education, red-ribbon student activities and contests, as well as guest speakers.
1	3	2	The school nurse will: Provide hearing and vision screening for 3rd, 5th, and new students Maintain accurate records and review students' records to stay current on immunizations Communicate food allergy needs to cafeteria staff Provide early screenings for detection on diabetes Participate in campus program to promote healthy living Refer students in need of responsive services Conduct hygiene and puberty classes
1	3	3	Establish a campus wellness plan for students, staff, and parents. Continue to offer all students a TEKs-based physical education class with integrated Health TEKs for a minimum of 180 minutes weekly. Implement Fitness Fridays and ODI Madness Day to encourage family participation in fun fitness activities like students vs staff competitions once a semester.
1	3	4	Hold a yearly Field Day event for all students. Conduct FitnessGram testing yearly.
1	3	5	Implement the Fresh Fruit and Vegetable Program (FFVP) in partnership with the Food Services Department and PE Program. All students and teachers acting as role models will receive two different fresh fruit or vegetable options each week, distributed during class time. Informational handouts detailing the benefits and description of each will be distributed.
2	1	1	Analyze Reading STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.

Goal	Objective	Strategy	Description
2	1	2	Provide for a schedule of flexible grouping to meet student reading and writing needs. Students will be assessed and placed in guided reading groups for small group instruction. Implement the "HMH Into Reading" and HMH "Arriba la Lectura" to include embedded growth mindset strategies and a leveled library. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	1	3	Promote independent reading through implementation of the Accelerated Reader Program. All students will be required to read independently for a minimum of 30 minutes each night and keep an AR journal. All students will be given a goal to reach based on their reading level each nine weeks. Prizes and incentives will be used to encourage participation. A campus AR library , classroom libraries, Central library, computer lab, and chrome books will support program implementation. Extended library and lab hours before and after school will increase access to the program.
2	1	4	Implement a Structured Literacy approach to reading and writing instruction aligned to the TEKS using "HMH Into Reading" and HMH "Arriba la Lectura." Students will use APE to respond to text-based questions using evidence to support their answers. In all other content areas, writing will be used as a learning tool to internalize lesson. Teachers will emphasize that students use a capital letter and correct punctuation.
2	1	5	Use technology to access online resources to differentiate, remediate, and enhance instruction and make learning activities in reading and writing more interactive. Resources include Summit K-12, Lexia, Ed Puzzle, Typing.com, Accelerated Reading, Google Classroom, We Will Write, NotebookLM, Scholastic Story Starters, Magic School AI, Blooket, Gemini AI, 2024 ELPS, SAVAAS, Esperanza Phonics, Wilson, and HMH online resources.
2	1	6	Implement a structured MTSS model to assist students who are not performing at grade level in Reading. Provide tutoring after school and intersession. Scientifically research-based reading intervention programs assigned by the Reading teacher are available before, during, and after school to assist students who are below grade level in reading. Reading pull-out instruction by reading specialist is available. Students identified with characteristics of Dyslexia will be provided Lexia and the Wilson Program. Esperanza Phonics for Spanish instruction.
2	2	1	Analyze Math STAAR data and plan collaboratively to align instruction across the grade levels while differentiating to meet individual student needs. Plan for instruction and analyze assessment data during weekly professional learning community meetings. Adapt instruction to meet the rigor of the readiness and supporting standards of the STAAR state assessment. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	2	Implement a 60 minute math block aligned to TEKS and STAAR readiness and supporting standards. Sharon Wells, Explore Learning (Reflex Math & Frax), STEMscopes, manipulatives, math journals, visual aides, and ongoing staff development will support effective implementation. Analyze progress through unit tests and benchmarks using Eduphoria. Writing will be integrated to ensure students can explain the concepts learned in their own words.
2	2	3	Implement a 30 minute math intervention block aligned to TEKS and STAAR readiness and supporting standards. Target students that failed the Math STAAR test in 2025-2026 using STEMscopes or other resources. Analyze progress through unit tests and benchmarks using Eduphoria or Edcite.
2	2	4	Use technology to access online resources to differentiate and enhance math instruction and make learning activities more interactive. Resources include: Explore Learning (Reflex Math & Frax), STEMscopes, EDpuzzle, Sharon Wells, IXL, EdCite, Eduphoria, Google Classroom, Nearpod, Notebook LM, 2024 ELPS, etc.
2	2	5	Implement a structured MTSS model to assist students who are not performing at grade level in Math. Provide tutoring after school. Scientifically research-based math intervention programs assigned by the math teacher are available before, during and after school to assist students who are below grade level in math. Reflex Math & Frax and IXL are available in the intervention lab and chrome books.

Goal	Objective	Strategy	Description
2	3	2	A TEKS-based science curriculum will be implemented at every grade level using HMH Into Science learning model and Ford Ferrier Model. Use of science journals, lab activities, technology, word walls, vocabulary workbooks, videos, and visual aides will support implementation.
2	3	3	Interventions will be provided to students who struggle to succeed in science through tutoring sessions. Test preparation will be provided using HMH Into Science and Forde Ferrier. Analyze progress through unit test and benchmarks using Eduphoria.
2	3	4	Students will participate in hands-on lab activities as well as computer-based instruction like HMH Into Science in Science lab run by a Science certified teacher to preview and review all Science concepts from grades two through five. Students will be assessed on each concept and repeat labs that were not successful. Additional instruction and video presentations will be provided based on STAAR disaggregation and student progress.
2	3	5	All students will participate in classroom science showcase. Winners from each class will participate in the campus science showcase
2	3	6	Use technology to access online resources to differentiate and enhance science instruction and make learning activities more interactive. Resources include: Nearpod, HMH Into Science, Forde Ferrier, Ed Puzzle, 2024 ELPS, Google Classroom, Notebook LM, Blooket.
2	3	7	Seek out staff development in the area of Science to find ways to motivate students to learn the challenging Science vocabulary through interactive games and innovative instructional practices.
2	4	1	Continue to move students to least restrictive settings based on individual academic data and support their learning by scheduling time for Special Education certified staff to work within the general education classroom and plan for effective instruction and modifications with the general education teacher. Provide co-teaching and Universal Design for Learning training for the general education teachers and Special Education teachers as well as common planning time.
2	4	2	Continue to refine the Multi-Tiered System of Supports (MTSS) model to effectively intervene when a student experiences academic or behavioral difficulties through the use of a Student Assistance Team (SAT) to recommend and monitor the effectiveness of interventions, provide health services, and to provide data-supported input when referring students for Dyslexia screening, 504 or Special Education evaluations.
2	4	3	Analyze the assignments and schedules of special education teachers and assistants and adjust as needed to meet the changing needs of students and promote least restrictive settings and efficient use of staff and resources.
2	4	4	Align Reading instruction in Special Education pull-out programs through training and aligned resources K-8th grades. The Wilson Reading program will be implemented across campuses with levels increased yearly.
2	5	1	Continue with the 50/50 Biliteracy model of One Way Dual Language Instruction. Teachers will indicate language of instruction on their schedules and lesson plans and utilize ELPs to ensure understanding and the development of Listening, Speaking, Reading, and Writing in English. Teacher understanding and awareness of English proficiency levels and length of time in U.S. schools for each of their students will be critical in ensuring appropriate levels of support for each student.
2	5	2	Provide staff development on the new 2024 ELPs while continuing professional development on the 50/50 Biliteracy model as well as research and strategies for ELs. Continually evaluate the effectiveness of the Bilingual Program.
2	5	3	Participate in district efforts to develop an effective transition plan to provide a consistent continuum of services for English language learners as they progress between campuses, grade levels, and teachers. Provide intervention for students who are not progressing in TELPAS. Tutoring, intersessions, TELPAS camps, and summer school will address language acquisition needs. LPAC will monitor each grading period for all LEP students, to include parent denials.
2	5	4	All bilingual and monolingual teachers will continue training in Sheltered English, ELPS, Summit K-12, innovative bilingual models, and Differentiated Instruction.

Goal	Objective	Strategy	Description
2	6	1	All students have a chrome book so that teachers can integrate technology in the classroom. Update technology regularly and provide training to key personnel who will train the entire staff.
2	6	2	Implement a technology-based intervention lab to run Accelerated Reader, Summit K-12, Typing.com, Reflex/Frax Math, Lexia, SAVAAS, etc. Students will be placed in Tier 1 and Tier II interventions with flexible grouping based on individual assessment data and teacher input. The lab will be utilized during the day as well as before and after school to address academic and language needs.
2	6	3	Use Eduphoria data analysis and benchmark tool to analyze student performance on STAAR and locally developed benchmarks to inform instructional decisions, evaluate curriculum, and plan for interventions.
2	7	1	Students identified as Gifted and Talented will be served through differentiated instruction in the general classroom as well as through a weekly pull-out program where students will use advanced technology to produce professional level products in the area of the arts, finance, science, and literature. A field trip will be offered. All GT students are expected to participate in academic UIL events. Differentiation in the classroom may include activities such as tiered assignments, challenging vocabulary, choice menus and/or passion projects. These will be based on areas of advancement as observed by the teacher.
2	7	2	Assess students yearly to identify new GT students based on teacher, parent, and/or student (self) referral.
2	7	3	All core subject classroom and GT pull-out teachers, counselor, and administrators will be GT certified (30 hour certification) and will maintain and enhance their certification through a yearly 6 hour update focusing on differentiated instruction. GT conference and college readiness workshops will be offered on a rotating basis.
2	8	1	All students will be provided a 45 minute weekly Fine Arts course (Music or Art) to develop creativity, craftsmanship, performance, and appreciation of the arts. Fine arts clubs and art contests will also be offered. Exhibition and performance opportunities will be provided a minimum of two times per year.
2	9	1	Designate an MTSS team to identify and address areas of need and develop a plan for improvement. Review and revise MTSS flowcharts based on student needs.
2	9	2	Provide Summer Literacy Camps and/or Intersession to ensure students continue to develop their literacy skills after the regular school year has ended. Hold camps in June to ensure that students progress rather than regress during the summer. Provide library access during the program. Focus on English literacy for long term ELs as well as foundational native language literacy for students with interrupted schooling.
2	9	3	LEP students participate in any regular education interventions needed. Additionally, LEP students will be assigned individual learning plans and interventions based on their progress as assessed by TELPAS, STAAR, local assessments and teacher observation presented to and analyzed by the LPAC committees.
2	9	4	All teachers will participate in staff development in best practices as outlined in the TTESS rubric. Classroom walk-throughs and feedback will be given through Eduphoria.
3	1	2	Recruit and retain highly qualified staff through ongoing professional development opportunities as well as opportunities for teacher input in all areas of campus improvement. Provide teacher recognition opportunities.
3	1	3	Provide focused and sustained staff development in the following areas: Math Science Reading Language Arts Social Studies HMH Into Reading HMH Into Science Texas Reading and Writing Summit K-12 ELPs Google Suite Classroom Management Cooperative Learning Co-Teaching Sheltered English Instruction Gifted and Talented Technology Learning Styles Professional Learning Communities Inclusion Differentiated Instruction T-TESS Teacher Incentive Allotment/ Student Growth Job Specific: PE, Fine Arts, STEAM, etc.

Goal	Objective	Strategy	Description
3	2	1	Monitor attendance daily and communicate with parents as problems arise or when attendance falls below the required 90%. The principal and/or attendance committee will review incidents of excessive absence and/or tardies and recommend interventions when meeting with the parents or guardians in an attempt to remedy the problem before it becomes a court referral.
3	2	2	Provide incentives to promote attendance such as perfect attendance awards each month, each nine weeks and at the end of the year, grade level attendance awards, raffles, certificates, and trophies.
3	2	3	Provide mentors to students that had more than 15 absences the previous year. These mentors will check in with students daily and provide support and/or incentives.
3	3	1	Students will have the opportunity to participate in UIL events, choir and dance performances, Spanish Spelling Bee Showcase, art and essay contests and AR reward days. Awards' assemblies for Science Fair, UIL, honor roll, attendance, and citizenship, as well as most improved student, and club participation will be held yearly. Each grading period will result in awards for academics and attendance.
3	4	1	O'Donnell will offer the following clubs and after school programs in an effort to promote higher level thinking, a sense of belonging, and a desire to come to school: Homework Lab Tutoring Science STEM Club Basketball Club Volleyball Club Folklorico Dance Group Guitar Club Stage Club Choir Craft Club Recorder Club Lego Club Robotics Club Puzzle Club Courtesy Club Media Club Board Games Club Walking Club Destination Imagination Club Library Club
3	5	1	Each class will represent a college or university. The classroom teacher will display the logo, mascot, location, and college information in and around the classroom. The teacher will use college terms and allow students to write to the college and learn about the programs available.
3	5	2	Hold Monday College Rallies. Students will wear their college shirts every Monday. Third, fourth and fifth graders will alternate every Monday in the auditorium where a different college will be highlighted. The class for that college will perform their college cheer and the students will watch a recruiting video, hear guest speakers, and learn about the highlighted college. Every Monday, the ROAR expectations necessary to stay "on the road to college" will be discussed.
3	5	3	Extend the college theme to all areas of student life, including field day and STAAR rallies. Refer to classes by their college to promote a team atmosphere. Classes use their roll call when being picked up in the morning and at lunch. Develop a relationship with each college to promote mutual support.
3	5	4	Create a supportive connection with surrounding universities, colleges and technical colleges: UTEP, EPCC, Western Tech, Milan, etc. Take students on campus visits to promote CCMR opportunities/awareness. Invite post secondary athletes to our annual STAAR rally. Explore other connections such as camps, and field trips to UTEP.
3	5	5	Train all teachers in the No Excuses University strategies by sending a team of six teachers each year to their institute. Each team will come back and present to the staff. Apply to be a "No Excuses" campus and maintain the training by attending yearly conferences.
4	1	1	Ensure parent awareness of HB 1416 by: Distributing information to all parents of students in English and Spanish. Hold accelerated learning conferences for all fourth grade students that failed STAAR in third grade at the beginning of the year. Meet with parents as needed to update on progress. Include parents in committee meetings
4	1	2	Increase parent awareness of campus activities and highlights through: Distribution of Monthly calendars (Hard copy, Class DoJo, school website and/or other media platforms) Written communications sent by the school in English and Spanish Hold one Open House in the Fall and one Parent/Teacher Conference Night in the Spring. Provide a parent newsletter Hold monthly parenting classes Provide a "Meet the Teacher" night before the start of each school year Encourage parents to sign up for Parent Self-Serve and show parents how to check AR through Renaissance Home Connect Use the campus webpage to provide important school information and pictures of past events Advertise accomplishments and upcoming events through social media.

Goal	Objective	Strategy	Description
4	1	3	Recruit parent volunteers and provide opportunities for parents to attend workshops, trainings, and conferences in the areas of parenting, disabilities, school instructional programs, and child development. Encourage parent participation through committees such as LPAC, CIT, CAT/PAC, and DIT.
4	2	1	Work with the migrant department by referring students and families in need of assistance. Coordinate tutoring, fine arts, and summer opportunities for migrant students. Monitor the academic and social-emotional needs of migrant students and coordinate services. Provide health services for migrant students.
5	1	1	Work with teachers and staff throughout the year to evaluate programs. Monitor use and effectiveness in comparison to cost.
5	1	2	Work with Campus Improvement Team (CIT) to include more parents and provide information regarding campus finances and various programs and event costs.

Committees

Committees

Campus Improvement Team

Members

First Name	Last Name	Position	Committee Role
Corina	Ruiz	Principal	Administrator
Edna Denise	Pena	Instructional Facilitator	Non-classroom Professional
Marysabel	Montez	3rd Grade Bilingual Teacher	Classroom Teacher
Laura	Ruiz	4th Grade Bilingual Teacher	Classroom Teacher
Nancy	Chavira	5th Grade Bilingual Teacher	Classroom Teacher
Ileanna	Ugarte	Special Education Teacher	Special Programs Teacher
Patricia	Ramirez	Dyslexia Teacher	Special Programs Teacher
Susana	Gonzalez Amaya	Computer Lab Aide	Paraprofessional
Zarai	Arambula	Parent	Parent
Oscar	Arrieta	Business Owner	Business Representative