

Lake Dallas Independent School District

Corinth Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

In Lake Dallas ISD, we inspire, educate, & empower our students.

Vision

Small School Atmosphere, Big School Opportunities

Value Statement

- **Students** are growth-minded leaders who are active and respected members of the Falcon Family.
- **Parents and families** are involved and engaged members of the Falcon Family through collaborative two-way communication.
- **Faculty and staff** value collaboration and communication to develop lifelong Falcon Learners.
- **Campus leaders and principals** develop campus and faculty staff through professional development and consistent two-way communication to prepare our Falcons for the future.
- **The Superintendent and central office** motivate and develop faculty and staff to meet the academic needs of all Falcons.
- **The School Board** is a unified team of 8 that functions as a fiscally responsible team that is involved and transparent in their support of the Falcon Family.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	12
Perceptions	15
Priority Problem Statements	19
Data Documentation for CNA	21
Improvement Planning Data	22
Accountability Data	22
Student Data: Assessments	22
Student Data: Student Groups	23
Student Data: Behavior and Other Indicators	23
Employee Data	24
Parent/Community Data	24
Support Systems and Other Data	24
Priorities	26
Priority 1 : Increase Student Success	27
Priority 2 : Increase Faculty and Staff Engagement	39
Priority 3 : Improve Parent and Family Engagement	42
Priority 4 : Efficient Operations	46
Funding Summary	50
199 State Compensatory Education (SCE)	51
211 - Title I, Part A	51
429 - Pre-K Grant	51
199- Early Education Allotment	51



Comprehensive Needs Assessment

Demographics

Summary

Corinth Elementary (CE) is a neighborhood school with most students residing within a couple of miles of the campus. Corinth Elementary serves approximately 537 students. 48.35% of the student population are girls, and 51.65% are boys. Our student population includes 43.82% White, 31.04% Hispanic, 11.81% Black-African American, 6.87% Two-or-More Races, 5.77% Asian, 0.69% American Indian-Alaskan Native, and 0% Native Hawaiian-Pacific Islander. 37.91% of our students are Economically Disadvantaged. 11.26% of the student population is Dyslexic and 4.81% is Gifted and Talented. Section 504 is 8.10%. Special Education is 21.7%. Emergent Bilingual is 11.81%. The campus' attendance rate for the 2025-2026 school year was 95.17%.

The class size for grades Pre-kindergarten through 5th ranges from 17 to 25 students per class. Student population reached 728 for the school year.

Discipline referrals have increased from the 2024-2025 school year (approximately 219 office referrals) to 2025-2026 school year (approximately 310 office referrals).

Corinth Elementary utilized Title I funds to have a Communities in Schools Site Coordinator for the campus.

CEIC stakeholders contribute to creating and implementing the Campus Improvement Plan.

Strengths

Corinth Elementary is fully staffed to support special populations, such as Special Education, Gifted and Talented, ESL, and Dyslexia. All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.'

CE has 100 students served by CIS.

There are apartment buildings and houses currently being built in CE's zone that will help to increase our campus' student enrollment.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Inconsistent expectations during arrival, dismissal, lunch, assemblies, hallway, etc.	School-wide routines are not implemented with fidelity.
2	A high percentage of parents do not participate in academic initiatives or volunteer on campus.	Lack of scheduling, planning, and communication opportunities in advance.
3 ★	CE only grew 2 points overall on STAAR (75 to a 77).	Lack of growth in math.

★ = Priority

Student Learning

Summary

STAAR Reports 2025-2026

Texas Education Agency
2026 Academic Growth
CORINTH EL (061912103) - LAKE DALLAS ISD - DENTON COUNTY
* Confidential *

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	233.0	1	233.00
Accelerated Learning Points Earned	26	0.25	6.50
Sum of Annual Growth plus Accelerated Learning Points			239.50
Total Tests Evaluated			386
Academic Growth Score			62

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	129	0	0
Tests Earning 0.5 Points	48	0.5	24.0
Tests Earning 1 Point	209	1	209
Annual Growth Points Earned			233.0
Total Tests Evaluated			386
Annual Growth Score			60

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	57	0	0
Tests Earning 1 Point	26	1	26
Accelerated Learning Points Earned			26
Total Tests Evaluated			83
Accelerated Learning Score			31

Corinth Elementary increased by 2% on the STAAR Assessment from a 75% to a 77% for the 26-27 school year.

Texas Education Agency
2026 Academic Growth
CORINTH EL (061912103) - LAKE DALLAS ISD - DENTON COUNTY
* Confidential *

Both Subjects

0 Points 0.5 Points 1 Point

Annual Growth														
	2025-26 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	21	0.0	5	5.0	6	6.0	2	2.0	0	0.0	0	0.0	34	13.0
High Did Not Meet Grade Level	15	0.0	16	8.0	10	10.0	6	6.0	2	2.0	0	0.0	49	26.0
Low Approaches Grade Level	11	0.0	7	0.0	16	8.0	5	5.0	11	11.0	1	1.0	51	25.0
High Approaches Grade Level	3	0.0	9	0.0	18	0.0	16	8.0	20	20.0	7	7.0	73	35.0
Meets Grade Level	0	0.0	4	0.0	8	0.0	10	0.0	53	53.0	34	34.0	109	87.0
Masters Grade Level	0	0.0	0	0.0	1	0.0	3	0.0	19	0.0	47	47.0	70	47.0
Total	50	0.0	41	13.0	59	24.0	42	21.0	105	86.0	89	89.0	386	233.0

Accelerated Learning					
	2025-26 Performance on STAAR				
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total
	Count	Count	Count	Count	Count Points
Did Not Meet Grade Level	57	24	2	0	83 26

* Confidential *

Mathematics

0 Points 0.5 Points 1 Point

Annual Growth														
2025-26 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	13	0.0	3	3.0	2	2.0	0	0.0	0	0.0	0	0.0	18	5.0
High Did Not Meet Grade Level	11	0.0	11	5.5	4	4.0	3	3.0	2	2.0	0	0.0	31	14.5
Low Approaches Grade Level	6	0.0	6	0.0	8	4.0	3	3.0	6	6.0	0	0.0	29	13.0
High Approaches Grade Level	1	0.0	5	0.0	9	0.0	10	5.0	6	6.0	1	1.0	32	12.0
Meets Grade Level	0	0.0	3	0.0	3	0.0	3	0.0	26	26.0	4	4.0	39	30.0
Masters Grade Level	0	0.0	0	0.0	1	0.0	3	0.0	13	0.0	26	26.0	43	26.0
Total	31	0.0	28	8.5	27	10.0	22	11.0	53	40.0	31	31.0	192	100.5

Accelerated Learning						
2025-26 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	38	9	2	0	49	11

* Confidential *

Reading/Language Arts (RLA)

0 Points 0.5 Points 1 Point

Annual Growth														
2025-26 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	8	0.0	2	2.0	4	4.0	2	2.0	0	0.0	0	0.0	16	8.0
High Did Not Meet Grade Level	4	0.0	5	2.5	6	6.0	3	3.0	0	0.0	0	0.0	18	11.5
Low Approaches Grade Level	5	0.0	1	0.0	8	4.0	2	2.0	5	5.0	1	1.0	22	12.0
High Approaches Grade Level	2	0.0	4	0.0	9	0.0	6	3.0	14	14.0	6	6.0	41	23.0
Meets Grade Level	0	0.0	1	0.0	5	0.0	7	0.0	27	27.0	30	30.0	70	57.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	0	0.0	6	0.0	21	21.0	27	21.0
Total	19	0.0	13	4.5	32	14.0	20	10.0	52	46.0	58	58.0	194	132.5

Accelerated Learning						
2025-26 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	19	15	0	0	34	15

TELPAS

Assessment Name	Program	Test Grade	Test Administration	Student Count	Performance Distribution - Percents					Performance Distribution - Counts				
					Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
TELPAS Kindergarten	TELPAS	KG	TELPAS 2026	11	0%	18%	36%	9%	36%	0	2	4	1	4
TELPAS Grade 1	TELPAS	1	TELPAS 2026	13	0%	0%	23%	46%	31%	0	0	3	6	4
TELPAS Grade 2	TELPAS	2	TELPAS 2026	11	0%	18%	45%	36%	0%	0	2	5	4	0
TELPAS Grade 3	TELPAS	3	TELPAS 2026	7	0%	0%	0%	86%	14%	0	0	0	6	1
TELPAS Grade 4	TELPAS	4	TELPAS 2026	6	0%	17%	50%	33%	0%	0	1	3	2	0
TELPAS Grade 5	TELPAS	5	TELPAS 2026	12	0%	8%	17%	50%	25%	0	1	2	6	3

CLI- Progress Monitoring

- Students ended the 25-26 school year with:
 - 58% at or above grade level
 - 16% approaching grade level

- 27% below grade level

Strengths

From the 25-26 school year, STAAR Academic Achievement increased by 5% in the 26-27 school year.

Reading contributed to the overall academic achievement.

From the 25-26 school year, Domain 3, Closing the Gaps, Academic Achievement and Student Success both increased for the 26-27 school year.

25-26

CORINTH EL - 061912103

OVERALL SCORE AND GRADE

75 

RECALCULATE NEW VALUES

RESET ORIGINAL VALUES

STUDENT ACHIEVEMENT DOMAIN

SCALED SCORE AND GRADE

72 

Student Achievement Components	2025 Value	New Value
STAAR Performance Approaches	73	<input type="text" value="73"/>
STAAR Performance Meets	43	<input type="text" value="43"/>
STAAR Performance Masters	17	<input type="text" value="17"/>
STAAR Performance Raw Score	44	<input type="text" value="44"/>
STAAR Performance Scaled Score	72	<input type="text" value="72"/>

SCHOOL PROGRESS DOMAIN

SCALED SCORE AND GRADE

74 

School Progress Components	2025 Value	New Value
Academic Growth Raw Score 	66	<input type="text" value="66"/>
Academic Growth Scaled Score	74	<input type="text" value="74"/>
Economically Disadvantaged %	40.7	
Economically Disadvantaged % Grouping	40.1 to 41	<input type="text" value="40.1 to 41"/>
STAAR Relative Performance Raw Score	44	<input type="text" value="44"/>
STAAR Relative Performance Scaled Score	58	<input type="text" value="58"/>

CLOSING THE GAPS DOMAIN

SCALED SCORE AND GRADE

77 

Closing the Gaps Components	Values
<u>Academic Achievement</u> 	
New Values:	<input type="text" value="19"/> out of <input type="text" value="32"/>
Rate:	59.4 %
Weight / Score:	30 % / 17.8
<u>Growth</u>	
New Values:	<input type="text" value="13"/> out of <input type="text" value="32"/>
Rate:	40.6 %
Weight / Score:	50 % / 20.3
<u>English Language Proficiency</u>	
New Values:	<input type="text" value="4"/> out of <input type="text" value="4"/>
Rate:	100 %
Weight / Score:	10 % / 10
<u>Student Success</u>	
New Values:	<input type="text" value="9"/> out of <input type="text" value="16"/>
Rate:	56.3 %
Weight / Score:	10 % / 5.6

26-27

CORINTH EL - 061912103

OVERALL SCORE AND GRADE

77 

RECALCULATE NEW VALUES

RESET ORIGINAL VALUES

STUDENT ACHIEVEMENT DOMAIN

SCALED SCORE AND GRADE

77 

Student Achievement Components	2025 Value	New Value
STAAR Performance Approaches	73	<input type="text" value="75"/>
STAAR Performance Meets	43	<input type="text" value="50"/>
STAAR Performance Masters	17	<input type="text" value="23"/>
STAAR Performance Raw Score	44	49
STAAR Performance Scaled Score	72	77

SCHOOL PROGRESS DOMAIN

SCALED SCORE AND GRADE

69 

School Progress Components	2025 Value	New Value
Academic Growth Raw Score 	66	<input type="text" value="62"/>
Academic Growth Scaled Score	74	69
Economically Disadvantaged %	40.7	
Economically Disadvantaged % Grouping	40.1 to 41	<input type="text" value="37.1 to 38"/> 
STAAR Relative Performance Raw Score	44	49
STAAR Relative Performance Scaled Score	58	65

CLOSING THE GAPS DOMAIN

SCALED SCORE AND GRADE

77 

Closing the Gaps Components	Values
<u>Academic Achievement </u>	
New Values:	<input type="text" value="23"/> out of <input type="text" value="32"/>
Rate:	71.9%
Weight / Score:	30 % / 21.6
<u>Growth</u>	
New Values:	<input type="text" value="11"/> out of <input type="text" value="32"/>
Rate:	34.4 %
Weight / Score:	50 % / 17.2
<u>English Language Proficiency</u>	
New Values:	<input type="text" value="3"/> out of <input type="text" value="4"/>
Rate:	75 %
Weight / Score:	10 % / 7.5
<u>Student Success</u>	
New Values:	<input type="text" value="12"/> out of <input type="text" value="16"/>
Rate:	75 %
Weight / Score:	10 % / 7.5

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	On the Science STAAR, 64% of students did not meet grade-level expectations based on STAAR assessment data.	Teachers need a systematic approach to teaching science with limited time in the schedule.
2	On the TELPAS assessment, only 36% of all students progressed one level.	Lack of prioritizing ELPS strategies and exposures.
3 ★	New curriculum in math and reading/phonics	Teachers need more training on one specific curriculum and implementation strategies.
4 ★	CE only grew 2 points overall on STAAR (75 to a 77).	Lack of growth in math.

★ = Priority

School Processes & Programs

Summary

For curriculum, teachers in grades K-5 utilize Bluebonnet RLA and Math. Teachers in grades K-5 also have many resources to provide instruction to students in class, such as HMH for Science and Social Studies Weekly for Social Studies. Our Pre-K teacher uses CLI to provide instruction in class. Leader in Me resources have been provided for Pre-kindergarten through 5th grade to address leadership and, life skills and social-emotional learning. Professional development is determined and provided based on the needs of the staff.

During the 2025-2026 school year, Kindergarten through 5th-grade teachers, special education teachers, and other support staff attended professional development to increase their capacity to implement Bluebonnet Math. During the summer of 2026, RLA teachers were provided with training on Bluebonnet RLA. All RLA and Math teachers were provided with RBIS training. Teachers had the option of participating in TCMPC training. A

- Focus review on priority TEKS clusters
- Leverage content strategies to engage learners
- Explore hands-on/minds-on activities that provide meaningful practice
- Activate student voice to create engaging review
- Empower students to analyze and take ownership of common errors

Specific teachers were also provided professional development on other topics pertinent to the subjects/ content they taught or areas based on individual teacher needs.

Several leadership teams help with decisions made on campus. The Campus Leadership Team consists of the principal, the assistant principal, the counselor, the RTI teacher, and the instructional coach. Team leads consist of a staff member from each grade level on campus. These teams help make campus and team decisions about campus initiatives. There is a PBIS team that consists of staff on campus. The PBIS team helps to make decisions about the implementation of PBIS. Grade-level teams were also included in decision-making for actions pertinent to their teams.

The campus administration sends out a weekly staff newsletter. The newsletter contains upcoming events, deadlines, rewards and celebrations, and other important information. Communication is also sent out through email as needed. Information from administrators was also discussed in staff meetings on a Monday of each month.

A family newsletter is sent out to all families monthly. The family newsletter included upcoming events and information specific to grade-level teams, CIS, the school counselor, and other staff on campus.

The campus has a master schedule that allows for an adequate amount of minutes per subject for each grade level. Support services pull students out of class to provide services and/ or provide in-class inclusion support based on the students' IEPs and schedule of services.

During school, students have opportunities to participate in Leadership Clubs each Friday, as well as the Kindness Club, Office Helpers, Announcements Team, and Leadership Assembly Team. Students also have leadership opportunities in the classroom, such as classroom jobs. During the 2025-2026 school year, student leadership opportunities increased, as there were opportunities for students to help keep the bathroom areas picked up, help monitor the cafeteria, and help in teachers' classrooms, and a Student Lighthouse Team. There were additional leadership opportunities offered, such as breakfast buddies, tour guides, and reading buddies. Students will also have the opportunity to be WIG (Wildly Important Goals) leaders, sharing their success when they have accomplished their goals.

Technology is integrated into classrooms through programs, including Splashlearn, Zearn, Study Island, and other websites selected by teachers. Students also attended Technology class once each week, where they learned about internet safety, Digital Citizenship, typing, and other technology skills. Students will attend STEM every 8 days in lieu of technology in 2026-2027.

Strengths

There are several leadership teams with a diverse group of stakeholders that help with decisions made on campus.

Campus administrators send a weekly staff newsletter to provide important information and reminders.

A family newsletter is sent out to all families every month to keep families knowledgeable about events on campus.

Students were offered more leadership opportunities than the previous school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Consistent communication with families on student progress is inconsistent.	Teachers need tools to provide more frequent updates to families regarding student progress.
2 ★ New curriculum in math and reading/phonics	Teachers need more training on one specific curriculum and implementation strategies.
3 Inconsistent expectations during arrival, dismissal, lunch, assemblies, hallway, etc.	School-wide routines are not implemented with fidelity.
4 On the Science STAAR, 64% of students did not meet grade-level expectations based on STAAR assessment data.	Teachers need a systematic approach to teaching science with limited time in the schedule.
5 ★ CE only grew 2 points overall on STAAR (75 to a 77).	Lack of growth in math.

★ = Priority

Perceptions

Summary

Leader in Me- Measurable Results Survey

Student Goals showed the largest positive change in the entire report, increasing from 69% in 2024–2025 to 76% in 2025–2026, a 7 percentage-point increase. This represents the strongest area of growth across the report and indicates that students are developing stronger ownership of their goals and learning. This aligns closely with the Leader in Me work at Corinth Elementary. Supporting survey items also showed improvement in students' ability to set goals, follow plans to reach those goals, and talk with someone about their progress toward their goals. This is a significant strength for the campus and an area that should be celebrated and continued.

Empowered Learners increased from 73% to 77%, representing a 4 percentage-point increase. This growth suggests that students are feeling more capable and empowered as learners. The increase may reflect the continued emphasis on student ownership, leadership, independence, and taking responsibility for their learning. Students appear to be developing greater confidence in their ability to take an active role in the learning process.

Academic Self-Efficacy also increased by 4 percentage points, moving from 75% to 79%. This is a particularly important area of growth because it reflects students' belief in themselves as learners. Students reported stronger perceptions that they can learn difficult things when they work hard, persist when learning becomes challenging, and learn from mistakes. This growth suggests that students are increasingly developing a growth mindset and recognizing that effort and perseverance contribute to their success.

School Belonging increased from 70% to 74%, a 4 percentage-point increase. Because belonging was one of the lower student areas in the previous report, this growth is particularly meaningful. The data suggest that more students feel connected to Corinth Elementary and see themselves as an important part of the school community. This is an encouraging indicator that the campus culture and emphasis on relationships and student leadership are positively impacting students' sense of connection.

Social Supports increased from 71% to 75%, representing a 4 percentage-point increase. Students reported stronger perceptions of the support they receive from adults at school. This suggests that students are increasingly experiencing their teachers and other adults as sources of encouragement, support, and assistance when they need help. This growth is especially encouraging because strong adult-student relationships are foundational to both academic success and student well-being.

Additional positive movement was seen across several other areas. Student Empowerment increased from 75% to 78%, a 3 percentage-point increase, while Interpersonal Development increased from 75% to 77%, a 2 percentage-point increase. Goal Achievement also increased from 72% to 74%, and the overall Academics score increased from 72% to 74%, both representing 2 percentage-point increases. Trusted Relationships increased slightly from 72% to 73%, a 1 percentage-point increase. Collectively, these results show a consistent pattern of growth in student ownership, confidence, relationships, and academic development.

Biggest Areas for Growth

Instructional Efficacy represents the largest decline in the report, decreasing from 73% in 2024–2025 to 62% in 2025–2026, an 11 percentage-point decrease. This is an important area for campus attention because it reflects teachers' perceptions of their ability to use effective instructional practices and support student learning. The decline includes perceptions related to developing learning targets with students, seeking information to improve instructional practice, helping students become independent learners, and effectively using instructional strategies. The teacher-only response group also decreased from 25 respondents to 16 respondents, so the results should be interpreted with some caution. However, an 11 percentage-point decrease is significant enough to warrant further exploration through staff feedback, coaching conversations, and instructional support.

Staff Voice also decreased by 11 percentage points, moving from 86% to 75%. This represents another significant area of growth for the campus. Staff perceptions declined regarding opportunities to influence important school decisions, receiving the support they need, and feeling supported in meeting student needs. Interestingly, satisfaction with individual roles showed some positive movement in the detailed survey responses, suggesting that the concern may not simply be that staff are dissatisfied with their jobs. Instead, the data appear to point more specifically toward voice, support, responsiveness, and opportunities for staff input. This creates an opportunity to examine how staff feedback is gathered, communicated, and acted upon.

Supportive Environment for Staff decreased from 83% to 74%, representing a 9 percentage-point decrease. This decline connects closely with the Staff Voice results and suggests that staff may need stronger systems of support when challenges arise. The campus may benefit from examining how communication, problem-solving, resources, and follow-through are structured so that staff feel supported when navigating difficult situations or meeting student needs.

Collective Efficacy declined from 80% to 72%, an 8 percentage-point decrease. This is particularly important for Corinth Elementary given the campus emphasis on "Together We Lead, Together We Ride." Staff perceptions decreased in areas such as sharing responsibility for every student's success, sharing resources and ideas, and addressing challenges together. At the same time, one of the individual questions related to how helpful adults are when addressing issues together showed improvement. This may indicate that the willingness to collaborate exists, but the campus needs more consistent structures and protected time to make collaboration effective and sustainable.

School Goals decreased from 83% to 74%, a 9 percentage-point decrease. Staff perceptions declined regarding the use of annual goals to guide decision-making, tracking progress toward goals, using grade-level teams to implement schoolwide goals, and creating opportunities to reflect on progress. This connects directly to Corinth Elementary's work with MAP growth, DDI, PLCs, SWAP, and instructional priorities. The opportunity may not be simply to establish goals, but to make the connection between Goal → Action → Data → Reflection → Adjustment much more visible and meaningful for staff.

School Climate decreased from 84% to 77%, representing a 7 percentage-point decrease. Although the 77% score remains relatively strong, the decline is notable and deserves additional examination. This is especially interesting because several individual student measures related to leadership, belonging, relationships, and empowerment improved. Looking more closely at the differences between student perceptions and adult perceptions of school climate may help identify what experiences are contributing to this decline.

Finally, Community Engagement decreased from 70% to 64%, a 6 percentage-point decrease and the largest decline within the Family & Community Engagement domain. This suggests an opportunity to strengthen relationships and partnerships between Corinth Elementary and the broader community. Continued focus on family involvement, community partnerships, and meaningful opportunities for families and community members to connect with the campus could help address this area.

Upbeat Staff/Culture

The UpBeat Spring 2026 Faculty Survey provides a fairly clear picture of the current perceptions of Corinth Elementary staff. The survey had 68 questions, 46 completions, and a 100% participation rate, providing a strong representation of faculty perceptions. The overall engagement score was 71%, which was a 1.5 percentage-point decrease from Fall 2025.

Overall, the survey reflects a staff that continues to feel highly committed to students, connected to the purpose of their work, and confident in their own ability as educators. Some of the strongest areas were Equal Opportunities at 94%, Inclusive Practices at 91%, Satisfaction & Purpose at 91%, Instructional Leadership at 89%, Self-Efficacy at 86%, Care & Commitment at 86%, Future Commitment at 86%, and Belonging & Wellbeing at 84%. These results indicate that staff continue to believe strongly in the work they do and in the environment CE is trying to create.

One of the strongest perceptions is Instructional Leadership, at 89% positive. Staff reported 96% positive regarding the principal using data to monitor student progress, 87% positive regarding the principal's effectiveness as an instructional leader, and 85% positive regarding the communication of a clear vision for teaching and learning. While this category declined 4 points from Fall 2025, the overall perception remains very strong.

Staff also report a strong sense of self-efficacy, with the category at 86% positive. Specifically, 87% feel successful as teachers, 87% feel successful supporting students' academic development, and 85% feel successful supporting students' social-emotional development. This suggests that teachers continue to have confidence in their own ability to serve students effectively.

Another significant strength is Satisfaction & Purpose at 91%. 91% of staff reported finding a sense of purpose in the work they do each day, and an especially strong 100% agreed that their work has a lasting positive impact on students. Additionally, 80% reported being satisfied with being a teacher at Corinth Elementary. This is important because it demonstrates that, despite concerns in other areas, staff continue to see meaning and value in their work.

The survey also shows strong perceptions around relationships, inclusion, and belonging. Equal Opportunities scored 94%, while Inclusive Practices scored 91%. Within those categories, 96% said opportunities are accessible to all teachers regardless of race, ethnicity, culture, or other aspects of identity; 93% said administrators value perspectives from teachers of different backgrounds; and 93% said the school respects staff, students, and families from all backgrounds.

At the same time, the survey identifies several areas that deserve attention. Professional Development is the lowest major instructional category at 59% positive, with only 41% reporting that district-provided professional development helps improve their teaching and 59% reporting that campus-provided professional development helps improve their teaching. This suggests an opportunity to make professional learning more targeted, relevant, practical, and directly connected to teachers' instructional

needs.

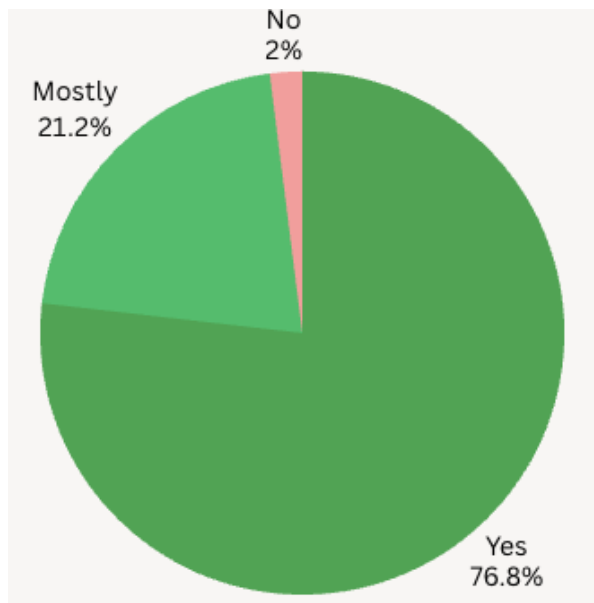
Work/Life Balance, while still showing improvement from Fall 2025, remains an area of concern at 57% positive. Only 39% said the workload expected of teachers is reasonable, although 67% feel confident they can maintain their daily workload long-term and 65% feel able to balance their workload with responsibilities outside of school. The positive movement in this category is encouraging—it increased 11 percentage points—but the overall score indicates that workload remains a significant concern for staff.

Compensation & Career Path is the lowest-scoring category overall at 48% positive. Only 41% reported being satisfied with their salary, while 70% reported opportunities to advance their careers through new or expanded roles and 33% reported being satisfied with how much their salary will increase over time. Because compensation is influenced heavily by district-level structures, this is an area where campus leadership may have limited ability to directly change the underlying issue, but it is still important to recognize as part of the overall staff experience.

Another area that stands out is Principal/Teacher Trust, which scored 80% positive but declined 13 points from Fall 2025. Within this category, 76% said they trust their principal, 78% said the principal backs them up when they need support, and 85% said the principal looks out for teachers' well-being. The decline is important and should not be ignored, particularly because trust is foundational to other areas such as autonomy, voice, collaboration, and school culture.

Teacher Voice & Leadership is another area to watch, scoring 78% positive and declining 5 points. Only 63% reported that administrators actively seek teacher input when making important decisions, while 80% reported opportunities to take on leadership roles and 89% said teachers play an active role in shaping the school culture. This creates an interesting distinction: teachers feel they have leadership opportunities and contribute to culture, but fewer feel that their voice is actively sought when important decisions are made.

Parent Interpretation of CE



Strengths

According to the 25-26 MRA survey completed by students, staff, and parents, Student Goals, Empowered Learners, Academic Self-Efficacy, School Belonging, and Social Supports were the overall strengths of Leader in Me.

Corinth Elementary staff remain highly committed to students and strongly connected to the purpose of their work. They have high confidence in themselves as educators, perceive strong instructional leadership, and report a strong sense of inclusion, belonging, and commitment to the school.

According to the parent survey sent quarterly, families are happy with Corinth Elementary overall.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Students don't feel that they have an understanding of goal setting to help them reach their goals.	Lack of student goal setting and tracking in classrooms.
2 Rules for student behavior are not consistently enforced by teachers, even for students who are not in their class.	The staff has not collectively committed to prioritizing and ensuring ALL students are held to the same behavioral expectations in all settings.
3 Inconsistent expectations during arrival, dismissal, lunch, assemblies, hallway, etc.	School-wide routines are not implemented with fidelity.
4 On the Science STAAR, 64% of students did not meet grade-level expectations based on STAAR assessment data.	Teachers need a systematic approach to teaching science with limited time in the schedule.
5★ CE only grew 2 points overall on STAAR (75 to a 77).	Lack of growth in math.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

New curriculum in math and reading/phonics

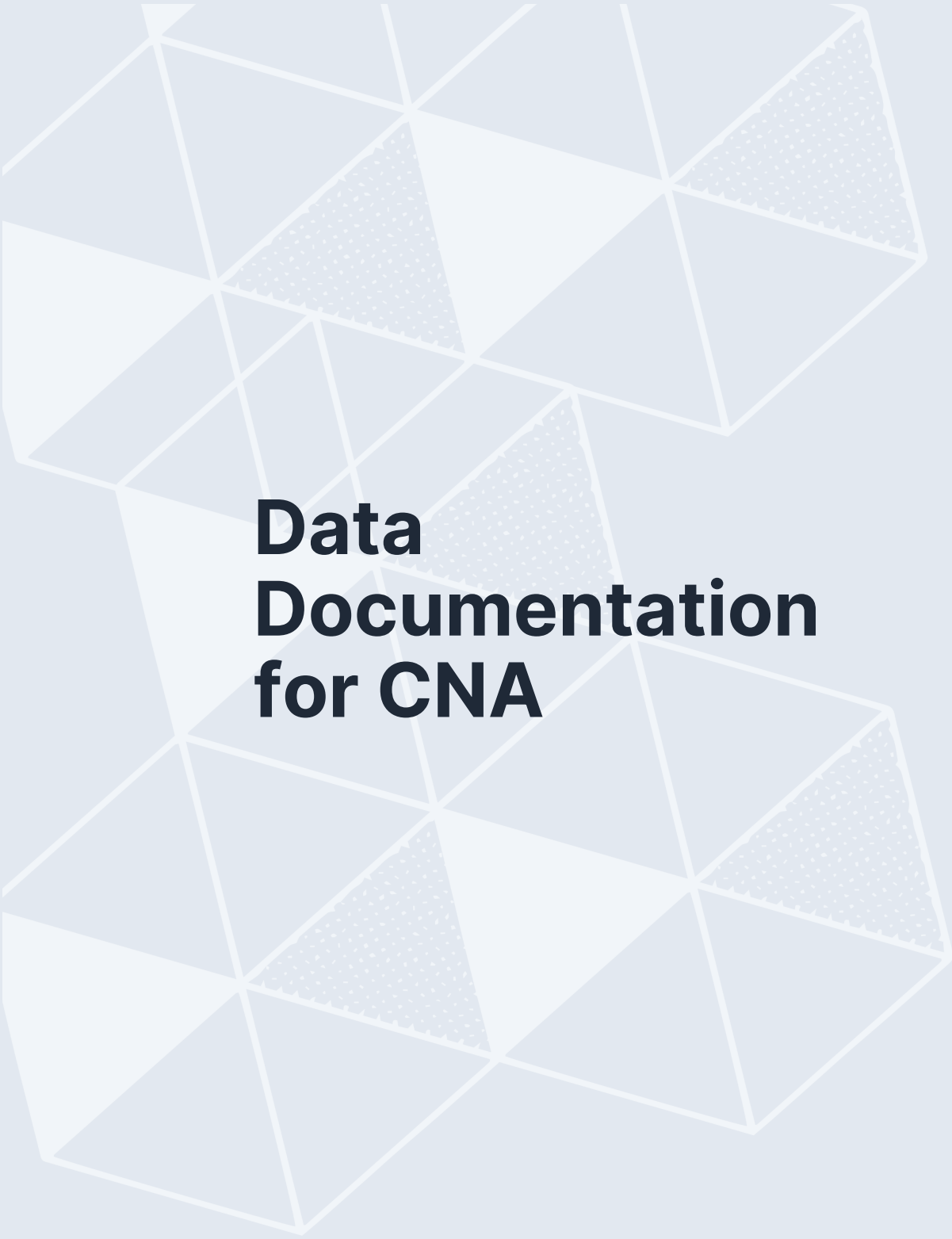
Teachers need more training on one specific curriculum and implementation strategies.

2
★

CE only grew 2 points overall on STAAR (75 to a 77).

Lack of growth in math.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data

- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

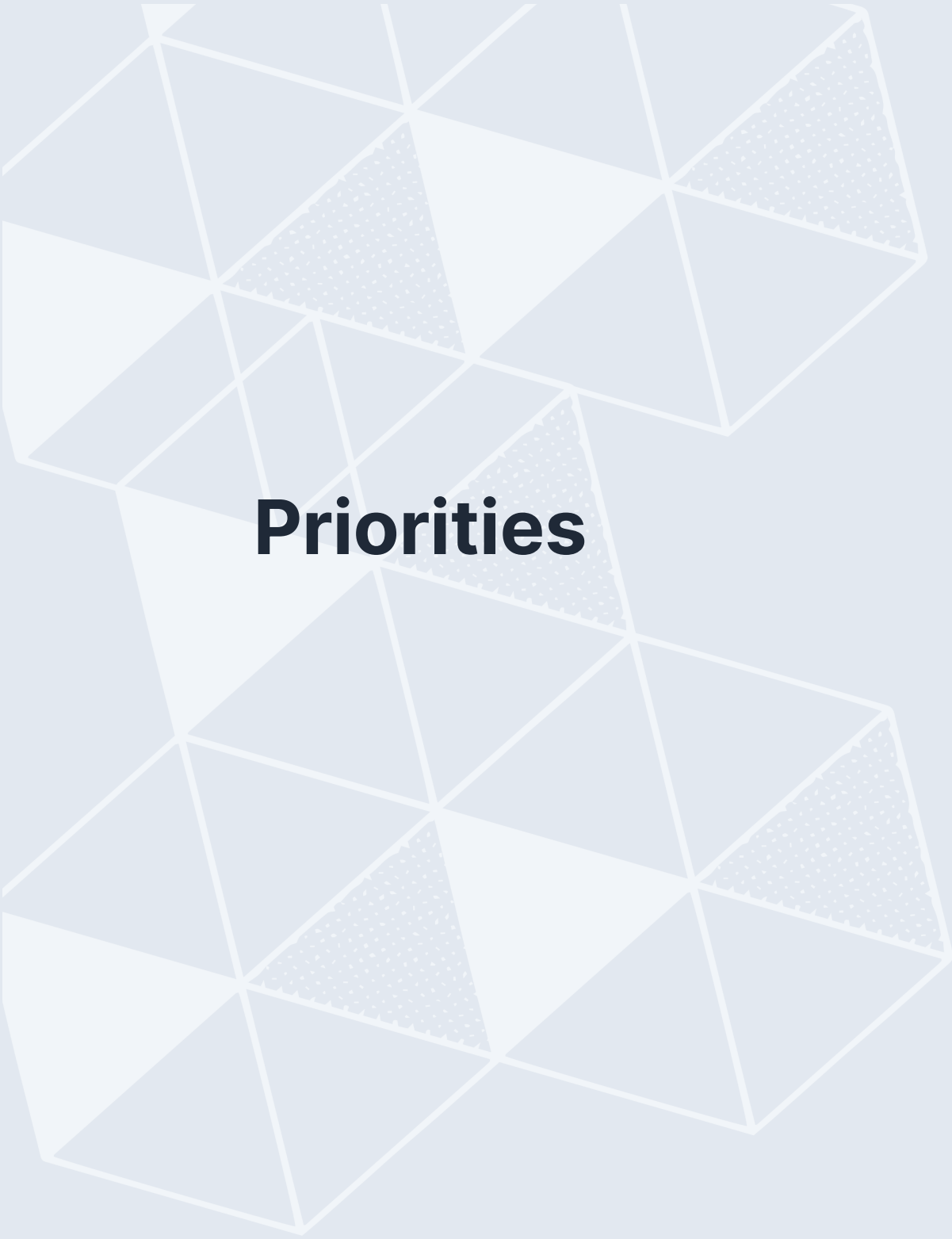
Parent/Community Data

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

Support Systems and Other Data

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

- ☒ **Communications data**
- ☒ **Capacity and resources data**
- ☒ **Budgets/entitlements and expenditures data**
- ☒ **Action research results**



Priorities

Priority 1 Increase Student Success

Goal 1 High Priority

By May 2027, 90% of Corinth Elementary students will make one year's academic growth in reading and math.

Evaluation Data Source: STAAR, MAP

Strategy 1

Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all CE students.

Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

April

Strategy 2

CE will monitor student progress in academic achievement with assessments throughout the year.

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, RTI Teacher

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

April

Strategy 3

CE will provide a Literacy Teacher to deliver targeted intervention and literacy support for students with reading difficulties in Kindergarten through 2nd grade utilizing a specialized literacy program.

Strategy's Expected Result/Impact: Increased growth in reading skills

Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Teacher

Funding Sources: Literacy Teacher 100% 199 State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

April

Strategy 4

CE will provide Accelerated Instruction to students who did not pass STAAR during the 2026-2027 school year.

Strategy's Expected Result/Impact: Increase student knowledge of grade-level skills

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 5

Each CE PLC team will utilize Common Formative Assessments, Summative Assessments, and Data-Driven Instruction analysis to routinely monitor students' mastery of the TEKS in reading, math, and science.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 6

CE will provide an RTI/ MTSS Teacher on the campus to support with progress monitoring and student instructional support and interventions.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

Funding Sources: RTI Teacher 100% 199 State Compensatory Education (SCE),

Formative Reviews

November

January

March

April

Strategy 7

CE will provide dyslexia-trained general education therapists and special education teachers to support students identified with dyslexia.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Dyslexia Therapist 199 State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

April

Strategy 8

CE will offer half-day and full-day prekindergarten for three year olds and full-day pre-kindergarten for the 2026-2027 school year.

Staff Responsible for Monitoring: Principal and Assistant Principal

Funding Sources: Pre-kindergarten aid 100% 429 - Pre-K Grant, , Pre-kindergarten Teachers 100% 199- Early Education Allotment,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

April

Strategy 9

Provide summer programming to meet students' needs for accelerated instruction.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Director of curriculum

Funding Sources: 199 State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

April

Strategy 10

CE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

April

Strategy 11

Students in Kindergarten through 5th grade will be given opportunities for independent reading daily.

Strategy's Expected Result/Impact: Increase students' ability to read and comprehend books on their level

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Formative Reviews

November

January

March

April

Strategy 12

CE teachers will utilize district-provided curriculum in all core subjects to provide high-quality instruction to students.

Strategy's Expected Result/Impact: Increase student growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

April

Strategy 13

CE administrators will work with Region 11 through the LIFT grant to increase student growth and achievement through HQIM's.

Strategy's Expected Result/Impact: Observation and Feedback to grow teachers
Student growth and achievement on assessments

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Formative Reviews

November

January

March

April

Goal 2

By May 2027, 80% of 5th grade students at CE will make one year's growth in science.

Evaluation Data Source: MAP

Strategy 1

Students in grades K-5 will receive explicit science instruction utilizing district- approved curriculum in classrooms for a minimum of four days each week.

Strategy's Expected Result/Impact: Increased knowledge of science vocabulary and concepts

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

April

Strategy 2

Classroom teachers in grades K-5 will provide hands-on science activities at least twice a month.

Strategy's Expected Result/Impact: Increase student knowledge of science vocabulary and concepts

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Formative Reviews

November

January

March

April

Goal 3

By May 2027, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 15%.

Evaluation Data Source: TELPAS 2027 report

Strategy 1

Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes.

Strategy's Expected Result/Impact: Increased student English language acquisition

Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist

Formative Reviews

November

January

March

April

Strategy 2

CE will have an ESL Teacher provide targeted language acquisition support for students in grades K-5.

Strategy's Expected Result/Impact: Increased student English language acquisition

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: ESL Teacher 100% 199 State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November

January

March

April

Strategy 3

ELPS strategies will be included in Kindergarten through 5th grade lessons daily.

Strategy's Expected Result/Impact: Increase students' ability to understand concepts taught

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

April

Goal 4

By May 2026, CE will increase the student attendance rate to 95.5%.

Evaluation Data Source: ODS Data, Attendance/Truancy Tracking

Strategy 1

Student attendance and tardies are monitored every month and incentives are implemented by class.

Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 2

CE attendance will be reviewed weekly to track and provide notifications to families of attendance concerns.

Strategy's Expected Result/Impact: Increase attendance rate

Staff Responsible for Monitoring: Assistant Principal

Formative Reviews

November

January

March

April

Goal 5

Leader in Me Measurable Results Assessment: CE will show increases in student goal setting and data tracking.

Evaluation Data Source: Leader in Me Measurable Results Assessment (MRA)

Strategy 1

Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, staff, and all parents to determine the level of campus culture and climate in the Spring of 2027.

Strategy's Expected Result/Impact: The campus will be able to determine the level of campus culture and climate and how the data compares to the previous year's data. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in campus culture and climate..

Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators

Formative Reviews

November

January

March

April

Goal 6

CE will provide opportunities for students to grow in the area of social and emotional well-being through movement, music, SEL activities, and Leader in Me.

Strategy 1

The campus guidance counselor will provide counseling lessons to students in grades PreK3-5th.

Strategy's Expected Result/Impact: Increased social and emotional coping skills

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

April

Strategy 2

Leader in Me lessons will be implemented in classrooms three times per week.

Strategy's Expected Result/Impact: Students will be able to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

April

Strategy 3

At CE, classroom teachers will have circle time with their students a minimum of twice per week.

Strategy's Expected Result/Impact: Build community within the classroom

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

April

Strategy 4

CE will participate in district initiatives, such as Start with Hello Week, Red Ribbon Week, and Unity Day.

Strategy's Expected Result/Impact: Increased student awareness

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews

NovemberJanuaryMarchApril

Strategy 5

CE will utilize our Communities in Schools representative to provide open-group lessons to students based on the needs of the students.

Strategy's Expected Result/Impact: Students will be able to respond appropriately to situations and self-regulate.

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: CIS Site Coordinator 211 - Title I, Part A,

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

NovemberJanuaryMarchApril

Strategy 6

The campus guidance counselor will provide weekly lessons to Tier 3 RTI students with behavior needs and biweekly lessons to Tier 2 RTI students with behavior needs.

Strategy's Expected Result/Impact: Decrease student dysregulation, students learn coping skills and strategies and increase classroom instruction time due to decreased disruptions.

Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Specialist

Formative Reviews

NovemberJanuaryMarchApril

Goal 7

CE will increase student leadership opportunities, participation in clubs/ extracurricular activities, and participation in service learning projects within the community by 10%.

Evaluation Data Source: MRA
Walkthroughs
Student interviews
Student Leadership Teams
The number of students involved in clubs/ extracurricular activities
Attendance Logs for Service Learning Opportunities

Strategy 1

School-wide leadership assemblies held throughout the school year will be led by student leaders. The assemblies will highlight student achievement and student leadership.

Strategy's Expected Result/Impact: Increased student engagement and culture

Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November **January** **March** **April**

Strategy 2

Students will be provided leadership opportunities, such as cafeteria helpers, helping keep the building tidy, office helpers, safety patrol, library helpers, and student mentor programs.

Strategy's Expected Result/Impact: Students are empowered to be leaders on campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, Leader in Me Campus Coordinators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November **January** **March** **April**

Strategy 3

CE will offer a Friday schedule that provides club time to 100% of students in kindergarten through grade five during the school day.

Strategy's Expected Result/Impact: Increase in student participation in clubs, as not all students are able to participate when clubs are offered after school

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Formative Reviews

NovemberJanuaryMarchApril

Strategy 4

CE will participate in two service opportunities during the school year.

Strategy's Expected Result/Impact: Students will be responsible, contributing community members.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

NovemberJanuaryMarchApril

Priority 2 Increase Faculty and Staff Engagement

Goal 1

From August 2026 through May 2027, CE campus administration will each complete 10 classroom walkthroughs/observations in a week to provide intentional, specific feedback to teachers.

Evaluation Data Source: Walkthrough Data and Calibration Walks

Strategy 1

CE administrators will conduct walkthroughs weekly.

Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	April
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Strategy 2

CE administrators will conduct observations on all required professional staff within the 2026-2027 school year.

Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	April
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Goal 2

By May 2027, CE will retain 90% of staff for the 2026-2027 school year.

Evaluation Data Source: Number of staff exiting at the end of the 2026-2027 school year

Strategy 1

Administrators will utilize the Upbeat Survey for feedback in the fall and spring of the 2026-2027 school year to better understand how to help staff feel supported and appreciated.

Strategy's Expected Result/Impact: Staff will stay employed at CE because they feel supported and appreciated.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

NovemberJanuaryMarchApril

Strategy 2

From August 2026 through May 2027, CE will provide mentors to all new to teaching teachers.

Staff Responsible for Monitoring: Principal and Instructional Coach

Formative Reviews

NovemberJanuaryMarchApril

Strategy 3

Between August 2026 and May 2027, CE will offer new staff members at least two opportunities to observe their colleagues on campus, allowing them to acquire insights into best teaching practices.

Strategy's Expected Result/Impact: Increase teacher capacity

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Formative Reviews

NovemberJanuaryMarchApril

Strategy 4

CE will celebrate staff weekly by recognizing staff in the staff newsletter, providing a rose to staff during staff meetings who have helped another staff member, providing rewards to staff utilizing PBIS Rewards, and monthly draft picks.

Strategy's Expected Result/Impact: Increase staff morale and campus culture

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

NovemberJanuaryMarchApril

Strategy 5

CE will provide staff development to all staff during the school year.

Strategy's Expected Result/Impact: Increase staff capacity

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

NovemberJanuaryMarchApril

Priority 3 Improve Parent and Family Engagement

Goal 1

From August 2026 through May 2027, Corinth Elementary staff will increase parent communication during the 2026-2027 school year by 5%.

Evaluation Data Source: Parent Square, Social media analytics, newsletter analytics, Campus Calendar, Communication Logs

Strategy 1

Biweekly newsletters will be sent to families via Parent Square.

Strategy's Expected Result/Impact: Increased communication between the school and home, Families will be aware of campus events

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 2

CE campus webpage and online calendar will be maintained and updated communicating accurate campus information and events.

Strategy's Expected Result/Impact: Increased communication between the home and school, Families will be aware of campus events

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 3

CE will utilize social media (Facebook) to provide up-to-date communication, including campus events, and to showcase student learning.

Strategy's Expected Result/Impact: Increased campus communication with families and community

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March	April
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Strategy 4

All teachers will contact all families to share positive feedback on the students within the first two weeks of school.

Strategy's Expected Result/Impact: Increased campus communication with families,

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March	April
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Goal 2

From August 2026 through May 2027, Corinth Elementary staff will increase parent/ community engagement in the 2026-2027 school year by 5%.

Evaluation Data Source: Parent Square reports, sign-in sheets from events, number of events held throughout the year, quarterly survey participation

Strategy 1

CE staff will host 2 family events during the 2026- 2026 school year.

Strategy's Expected Result/Impact: Increased parent engagement

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March	April
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Strategy 2

CE will request feedback from parents on the monthly surveys.

Strategy's Expected Result/Impact: Increase family engagement, provide feedback for areas of strength and growth

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 3

CE will provide families opportunities to engage in their student's learning throughout the 2025-2026 school year by inviting parents to attend two student-led/ parent-teacher conferences, and an open house and music program for each grade level.

Strategy's Expected Result/Impact: Increase parent engagement, guide for families to understand and assist with their child's education needs

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 4

CE will meet with families to review and share the Parent and Family Engagement policy and distribute the policy to 100% of families.

Strategy's Expected Result/Impact: Increase parent engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

November

January

March

April

Strategy 5

CE will provide activities in the family newsletter monthly for families to engage in at home.

Strategy's Expected Result/Impact: Increased parent engagement, develop school-parent partnership

Staff Responsible for Monitoring: Principal

Formative Reviews

November

January

March

April

Priority 4

Efficient Operations

Goal 1

From August 2026 through May 2027, CE will ensure a fiscally responsible budget is followed.

Evaluation Data Source: Adopted budget, Expenditure Report

Strategy 1

Develop campus budget and monitor expenditures to align with CIP priorities throughout the school year.

Strategy's Expected Result/Impact: To ensure efficient and effective use of funds

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	April
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Goal 2

From August 2026 through May 2027, CE will implement procedures to ensure safe, secure facilities.

Evaluation Data Source: Audit door logs, maintain a drill schedule, school-wide routines

Strategy 1

CE will implement daily door checks and campus entry procedures.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March	April
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Strategy 2

CE will work with the staff and campus SRO to maintain safety procedures.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Principal

Formative Reviews

November

January

March

April

Strategy 3

CE will implement the Say Something anonymous reporting system and Centegix alert system.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Goal 3

CE faculty and staff will comply with all district security and safety practices throughout the 2026-2027 school year.

Evaluation Data Source: Practice safety drills and door policies

Strategy 1

CE will have a School Resource Officer (SRO) on campus daily to monitor campus activities.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 2

CE will have a secure front door and vestibule with a buzzer and camera system for entry into the building and office.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 3

Exterior door audits will be conducted weekly and logs will be maintained.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 4

CE staff will receive annual training on Emergency Response Protocols.

Strategy's Expected Result/Impact: Increased understanding of safety and security protocols

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

April

Strategy 5

Maintain a Behavioral Threat Assessment Team that is current on required trainings.

Strategy's Expected Result/Impact: Increased understanding of safety and security protocols

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

NovemberJanuaryMarchApril

Strategy 6

Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something.

Strategy's Expected Result/Impact: Increased understanding of safety and security protocols

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews

NovemberJanuaryMarchApril

Strategy 7

CE will train all staff and utilize Centegix and Sentinel systems for visitors to sign in, as well as for safety drills throughout the school year.

Strategy's Expected Result/Impact: Increase safety on campus

Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Receptionist

Formative Reviews

NovemberJanuaryMarchApril



Funding Summary

Funding Summary

199 State Compensatory Education (SCE)

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Literacy Teacher 100%	--	\$0.00
1	1	6	RTI Teacher 100%	--	\$0.00
1	1	7	Dyslexia Therapist	--	\$0.00
1	1	9		--	\$0.00
1	3	2	ESL Teacher 100%	--	\$0.00
Sub-Total					\$0.00

211 - Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	6	5	CIS Site Coordinator	--	\$0.00
Sub-Total					\$0.00

429 - Pre-K Grant

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	8	Pre-kindergarten aid 100%	--	\$0.00
Sub-Total					\$0.00

199- Early Education Allotment

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	8	Pre-kindergarten Teachers 100%	--	\$0.00
Sub-Total					\$0.00