Cleburne Independent School District

Adams Elementary School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

At Adams Elementary, we strive to teach and model the Gator Way in all that we do. We take pride in being a family-focused campus that values strong partnerships with parents, staff, and community members. By fostering positive relationships and open communication, we work collaboratively with all stakeholders to ensure every decision is made in the best interest of our students. Our commitment is to provide a supportive, welcoming environment where every child can learn, grow, and succeed.

School Population	Count	Percent
Student Total	332	100.00%
Early Education Grade	3	0.90%
Pre-Kindergarten Grade	28	8.43%
Kindergarten Grade	44	13.25%
1st Grade	69	20.78%
2nd Grade	66	19.88%
3rd Grade	64	19.28%
4th Grade	58	17.47%
Not Enrolled on Snapshot (*Notes*)	0	

Adams Elementary serves **332 students in grades Pre-K through 4** and operates as a **100% Title I campus**. The student population is diverse, with **53.92% White**, **37.65% Hispanic**, **3.92% Two or More Races**, **2.71% African American**, **1.81% Pacific Islander** students. The campus enrollment is evenly balanced by gender, with **52.41% male** and **47.59% female** students.

A significant portion of Adams Elementary students face economic challenges, with **65.66% identified as Economically Disadvantaged**. Additionally, **44.58% of students are identified as At-Risk**, **10.24% are Emergent Bilingual (EB)/English Learners**, **18.98% receive Special Education services**, and **9.34% participate in Bilingual/ESL programs**. The campus also serves students experiencing homelessness (**4.22%**), foster care (**0.3%**), and military-connected families (**1.81%**).

The largest grade level is **1st grade (20.78%)**, followed by grades 2nd grade (19.88%),3rd (19.27%), 4th grade (17.47%), kindergarten (13.24%), and Pre-K (8.43%).

Student mobility remains an important consideration, with a **19.0% mobility rate** and a **16.3% student attrition rate**, both of which can impact continuity of instruction and academic growth. Attendance for the 2025–2026 school year was **94.37%**, while the campus experienced a **25.2% chronic absenteeism rate**, highlighting the need for continued attendance monitoring and family engagement efforts.

Overall, Adams Elementary serves a diverse student population with varying academic, linguistic, and socioeconomic needs. The campus is committed to providing equitable learning opportunities, fostering strong family partnerships, and implementing targeted supports to ensure all students achieve success while learning and exemplifying the Gator Way.

Strengths

- **Demographic Strengths of Adams Elementary**
    - **Diverse Student Population:** Adams Elementary serves students from a variety of cultural, ethnic, and linguistic backgrounds, creating opportunities for students to learn from and appreciate diverse perspectives. The campus is primarily White (51.7%) and Hispanic (38.5%), with representation from several other racial and ethnic groups.
    - **Strong Family and Community Connections:** As a neighborhood elementary school with a family-oriented culture, Adams Elementary benefits from strong relationships among students, families, staff, and the community, fostering a supportive learning environment.
    - **100% Title I Campus:** Title I funding provides additional resources and supports to meet student needs, allowing the campus to offer targeted interventions, family engagement opportunities, and supplemental instructional materials.
    - **Balanced Student Enrollment Across Grade Levels:** Enrollment is distributed across Pre-K through Grade 4, providing stability in programming and opportunities to build a strong academic foundation from the earliest grades.
    - **Growing Multilingual Opportunities:** With 11.4% of students identified as Emergent Bilingual and 11.1% participating in Bilingual/ESL programs, the campus has the opportunity to foster bilingualism, biliteracy, and cultural awareness among students.
    - **Inclusive Educational Environment:** Adams Elementary serves students with a wide range of learning needs, including students receiving Special Education services (15.4%), allowing staff to build expertise in differentiation, inclusion, and individualized support.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Adams Elementary serves a student population with significant needs, including 65.66% economically disadvantaged students, 44.58% at-risk students, 18.98% special education students, and 10.24% Emergent Bilingual students, creating a need for targeted academic and social-emotional supports.	Campus systems for intervention, progress monitoring, and differentiation are not yet consistently implemented across all grade levels and classrooms to fully address the diverse needs of students.

★ = Priority

Student Learning

Summary

Student learning data from the 2024–2025 Texas Academic Performance Report (TAPR) indicate that Adams Elementary continues to face challenges in overall academic achievement, particularly at the Meets Grade Level standard. Across all grades and subjects, 61% of students performed at the Approaches Grade Level standard, while 28% met grade-level expectations and 9% achieved the Masters standard. Reading performance exceeded mathematics, with 66% of students performing at the Approaches level in reading compared to 57% in mathematics. However, only 28% of students met grade-level expectations in reading and 27% met grade-level expectations in mathematics.

Grade-level performance data reveal a decline in achievement from Grade 3 to Grade 4. In Grade 3, 34% of students met grade-level expectations in mathematics and 27% met grade-level expectations in reading. In Grade 4, only 23% met grade-level expectations in mathematics and 28% met grade-level expectations in reading. Additionally, only 19% of Grade 4 students met grade-level expectations in both reading and mathematics combined.
Student groups requiring additional support include Economically Disadvantaged students, Emergent Bilingual students, and students receiving Special Education services. Among Economically Disadvantaged students, only 18% met grade-level expectations across all subjects, while 11% of Emergent Bilingual students met grade-level expectations. Current Special Education students demonstrated significant performance gaps, with only 5% meeting grade-level expectations across all subjects.

Growth data indicate opportunities for improvement in accelerating student learning. Overall annual growth was 55%, below district performance of 61%. Mathematics growth was particularly concerning at 47%, while reading growth was stronger at 62%. Accelerated learning rates were 33% overall, with only 23% in mathematics, suggesting a need for stronger intervention systems and differentiated instruction to support students who are below grade level.

These data suggest that Adams Elementary should prioritize strengthening Tier I instruction, ensuring consistent implementation of curriculum, utilizing data-driven instructional practices, and providing targeted interventions to improve student achievement and growth in reading and mathematics for all student groups.

During the last STAAR assessments, the results were:

Grade	Subject	Approaches	Meets	Masters
3rd Grade	Reading	63%	27%	6%
3rd Grade	Mathematics	58%	34%	6%
4th Grade	Reading	68%	28%	11%
4th Grade	Mathematics	56%	23%	10%

Strengths

Adams Elementary's student learning strengths include strong reading performance, positive student growth in reading, and consistent achievement at the Approaches Grade Level standard. Grade 4 Reading demonstrated the highest advanced performance with 11% of students achieving the Masters standard, while Grade 3 Mathematics showed the strongest Meets performance at 34%. The campus also achieved 100% STAAR participation, ensuring reliable data to guide instructional decision-making. These strengths provide a solid foundation for increasing the percentage of students performing at the Meets and Masters Grade Level standards. Administration will continue to use the Observation/Feedback cycle with teachers to strengthen TIER 1 instruction. Our campus leadership team commits to assisting teachers in identifying student learning gaps in math and reading fluency along with foundational skills. We will have a particular focus on creating engaging lessons with implementation of prescribed small group instruction during Weekly Planning Meetings.

By implementing the processes above, we can ensure an increase in student achievement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	In 2026, 42% of students achieved Meets Grade Level or Above in RLA compared with the 46% target.	Inconsistent implementation of rigorous Tier 1 instruction, data-driven PLC practices, targeted intervention, and progress monitoring has resulted in variability in students' opportunities to master grade-level standards, particularly in mathematics and among identified student groups.
2 ★	In 2026 39% achieved Meets Grade Level or Above in mathematics compared with the 49% target.	Inconsistent implementation of rigorous Tier 1 instruction, data-driven PLC practices, targeted intervention, and progress monitoring has resulted in variability in students' opportunities to master grade-level standards, particularly in mathematics and among identified student groups.
3	Adams Elementary is not demonstrating consistent academic growth for all students in reading and mathematics. In 2026, the campus Academic Growth Score was 62. Of the 110 STAAR tests evaluated for annual growth, 35 tests (32%) earned zero growth points, 19 (17%) earned half a growth point, and only 56 (51%) earned a full growth point.	Inconsistent implementation of high-quality Tier 1 instruction, data-driven PLC practices, targeted intervention, and progress monitoring has resulted in variability in students receiving the instructional response needed to demonstrate a full year of academic growth.

★ = Priority

School Processes & Programs

Summary

- **Curriculum & Instruction:** Bluebonnet Math, Amplify Reading, TEKS-aligned instruction, lesson internalization, weekly PLCs, common formative assessments/exit tickets, MAP and STAAR data analysis, 45-minute WIN time, and differentiated small-group instruction.
- **MTSS & Student Support:** Branching Minds, Tier 2 interventions, progress monitoring, SPED/IEP services, dyslexia services, counseling, behavior interventions, restorative practices, and PBIS/Gator Way expectations.
- **Professional Development:** Curriculum implementation training, PLC-based professional learning, academic vocabulary and instructional-strategy development, modeling/coaching, and professional learning based on walkthrough and student-data trends.
- **Observation, Feedback & Coaching:** Daily leadership walkthroughs, T-TESS observations, Get Better Faster coaching strategies, timely feedback, follow-up observations, and monitoring of campus-wide instructional look-fors.
- **Leadership & Decision-Making:** Campus leadership team consisting of the principal, assistant principal, instructional specialists, and counselor; regular review of student achievement, attendance, behavior, intervention, and implementation data; grade-level leadership; and shared accountability for campus goals.
- **Communication & Family Engagement:** ParentSquare, newsletters, daily folders, parent conferences, family academic nights, student goal-setting communication, campus events, and regular communication regarding academic and behavioral concerns.
- **Organization & Scheduling:** Master schedule protecting core instruction, 45-minute WIN/intervention time, weekly Thursday PLCs during conference periods, protected teacher conference time, and leadership calendars for walkthroughs, coaching, and other core leadership responsibilities.
- **School Culture & Behavior:** Gator Way expectations, PBIS practices, restorative circles, recognition and celebrations, attendance incentives, common-area expectations, and proactive behavior supports.
- **Technology Integration:** Technology used to support curriculum delivery, assessment, student data analysis, Branching Minds progress monitoring, ParentSquare communication, and instructional resources.
- **Enrichment & Opportunities:** Specials/rotations, enrichment during WIN when appropriate, family engagement activities, mentoring opportunities, campus celebrations, and other extracurricular/cocurricular experiences available through the campus and district.

Strengths

- **High-quality curriculum resources** — Bluebonnet Math and Amplify Reading provide consistent, TEKS-aligned instructional resources across grade levels.
- **Established PLC process** — Weekly PLCs provide dedicated time for lesson internalization, reviewing student work/data, planning instruction, and identifying student needs.
- **Dedicated intervention/enrichment time** — The daily 45-minute WIN block protects time for targeted intervention and enrichment without replacing core instruction.
- **MTSS structure** — Branching Minds provides a process for identifying student needs, documenting interventions, monitoring progress, and adjusting supports.
- **Observation and feedback systems** — Daily walkthroughs, T-TESS, coaching, and timely feedback create an established process for supporting teacher growth and monitoring instruction.
- **Professional development and curriculum support** — Staff identified professional development as a strength, including support with curriculum implementation.
- **Strong communication systems** — ParentSquare and other communication processes provide consistent ways for the campus, teachers, and families to communicate. ParentSquare was specifically identified as a strength by both families and staff.
- **Student support systems** — Counseling, SPED, dyslexia, behavior interventions, restorative practices, and other support services provide multiple layers of assistance for students.
- **Protected scheduling structures** — The master schedule protects core instruction, WIN/intervention, PLCs, conference periods, and specials.
- **Data-driven processes** — MAP, STAAR, curriculum assessments, student work, intervention data, and walkthrough data provide multiple sources for monitoring progress and making instructional decisions.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Not all students at Adams Elementary are demonstrating expected academic growth as they transition from third to fourth grade, particularly in reading and mathematics.	Instructional and intervention processes are not yet implemented with consistent fidelity across grade levels, resulting in gaps in instructional alignment, progress monitoring, and targeted support as students transition from third to fourth grade.

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Perceptions

Summary

Overall Survey Summary – 2025-2026

Adams Elementary's annual parent and staff survey results reflect a campus culture that is **strongly positive, safe, and supportive** , with ratings that consistently exceed district averages. Families praised the school's **open communication, welcoming environment, compassionate staff, and engaging programs**, reporting high satisfaction with student progress, respect, and opportunities for involvement. Staff highlighted strengths in **safety, professional development, and supportive campus leadership**, noting improvements in recognition and collaboration.

https://drive.google.com/file/d/1o1qUYdxJZdwAX822cIzKnT5R30ztsoVh/view?ts=69e7b61f

Strengths

Perception Strengths Summary – Adams Elementary (2025-2026) Adams continues to be recognized as a safe, compassionate, and connected school community where students love to learn and families feel valued.

Overall Positive Perceptions

- Overall perception of Adams Elementary is positive.
- Parents/families reported high campus satisfaction (**4.63/5**).
- Faculty/staff satisfaction increased from **3.86 to 4.09**.
- Stakeholders view Adams as a **caring, safe, welcoming, and supportive school**.
- The campus has a strong relational culture that can serve as a foundation for continued improvement

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Parent & Family Strengths

- Strong, caring relationships between teachers, students, and families.
- Families describe the campus as **friendly, safe, and welcoming**.
- Strong communication through **ParentSquare and daily folders**.
- Parents feel comfortable communicating with teachers.
- Families recognize teachers' willingness to provide support and resources to help students succeed.
- High ratings for:
    - Caring/supportive school environment — **4.87**
    - Clean and well-maintained facilities — **4.87**
    - Opportunities for parent involvement — **4.73**
    - Feeling welcomed and respected — **4.73**
    - Students being treated with respect — **4.73**.

Faculty & Staff Strengths

- Strong relationships and meaningful connections with students.
- Supportive and collaborative team culture.
- Staff feel safe at school (**4.77**).
- Staff report having the training and skills needed to perform their jobs (**4.45**).
- Access to materials and instructional resources is viewed positively (**4.18**).
- Staff value professional development opportunities.
- Support for Bluebonnet Math implementation was identified positively.

- ParentSquare has strengthened communication with families.

Key Takeaway Themes

- Preserve the strong culture and relationships already established.
- Increase **academic rigor and instructional alignment**.
- Strengthen consistency in **behavior management and accountability**.
- Improve systems for addressing **bullying and parent concerns**.
- Develop stronger systems to improve **student attendance**.
- Improve consistency in spiraling and reinforcing TEKS across instruction.
- Increase opportunities for **staff recognition, voice, and professional growth**.
- Continue strengthening communication when academic, behavioral, or classroom concerns arise.
- Focus on turning a **strong culture into stronger and more consistent student outcomes**.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Adams Elementary has a strong, caring school culture; however, stakeholder feedback indicates inconsistencies in academic rigor, behavior management, student attendance, and staff support that may impact consistent student success.	The root cause is a lack of consistent, campus-wide systems and expectations for instruction, student support, accountability, and progress monitoring, resulting in variability in implementation across classrooms and the campus.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	In 2026, 42% of students achieved Meets Grade Level or Above in RLA compared with the 46% target.	Inconsistent implementation of rigorous Tier 1 instruction, data-driven PLC practices, targeted intervention, and progress monitoring has resulted in variability in students' opportunities to master grade-level standards, particularly in mathematics and among identified student groups.
2 ★	In 2026 39% achieved Meets Grade Level or Above in mathematics compared with the 49% target.	Inconsistent implementation of rigorous Tier 1 instruction, data-driven PLC practices, targeted intervention, and progress monitoring has resulted in variability in students' opportunities to master grade-level standards, particularly in mathematics and among identified student groups.
3 ★	Not all students at Adams Elementary are demonstrating expected academic growth as they transition from third to fourth grade, particularly in reading and mathematics.	Instructional and intervention processes are not yet implemented with consistent fidelity across grade levels, resulting in gaps in instructional alignment, progress monitoring, and targeted support as students transition from third to fourth grade.

★ = 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] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Grades that measure student performance based on the TEKS**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

Goals

Goal 1 Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 1

Guarantee that every student is provided a high-quality curriculum, data-driven instruction, and standards-based assessment to ensure continuous growth and high levels of achievement.

Strategy 1 ☑ Targeted Support Strategy

Use a variety of progress measuring tools to monitor the progress of all student groups such as, STAAR, NWEA, MClass, Circle, Unit Assessments, Module Assessments, to ensure demonstrations of mastery of required state standards being taught.

Strategy's Expected Result/Impact: Increased student mastery of state standards across all student groups, resulting in improved academic growth and achievement in reading and mathematics.

Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, Campus Leadership Team and District Specialists,

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Administrators will follow/implement observation and feedback cycles with teachers to address changes needed in instruction to address student gaps.

Strategy's Expected Result/Impact: Teachers will demonstrate improved instructional practices based on targeted administrator feedback, resulting in more responsive instruction, reduced student learning gaps, and increased student growth and mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, Campus Leadership Team and District Specialists,

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2026, 42% of students achieved Meets Grade Level or Above in RLA compared with the 46% target.	Inconsistent implementation of rigorous Tier 1 instruction, data-driven PLC practices, targeted intervention, and progress monitoring has resulted in variability in students' opportunities to master grade-level standards, particularly in mathematics and among identified student groups.
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Not all students at Adams Elementary are demonstrating expected academic growth as they transition from third to fourth grade, particularly in reading and mathematics.	Instructional and intervention processes are not yet implemented with consistent fidelity across grade levels, resulting in gaps in instructional alignment, progress monitoring, and targeted support as students transition from third to fourth grade.

Performance Objective 2

Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Create a Master Schedule that allows us to implement WIN time and create "good fit" groups for small group instruction.

Strategy's Expected Result/Impact: Decrease student gaps and increase student growth measures

Staff Responsible for Monitoring: Grade level teachers, TDSI and Administration

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

Utilize Summer Learning Camp to fill in student Gaps

Strategy's Expected Result/Impact: Mastery of TEKS and expected growth on mandated assessments

Staff Responsible for Monitoring: SLC staff and administration

TEA Priorities: Build a foundation of reading and math

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Utilize Branching Minds to identify students for intervention and enrichment based on assessment data and teacher observations.

Strategy's Expected Result/Impact: Decrease student gaps and increase student growth measures

Staff Responsible for Monitoring: Grade level teachers, TDSI and Administration

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2026, 42% of students achieved Meets Grade Level or Above in RLA compared with the 46% target.	Inconsistent implementation of rigorous Tier 1 instruction, data-driven PLC practices, targeted intervention, and progress monitoring has resulted in variability in students' opportunities to master grade-level standards, particularly in mathematics and among identified student groups.
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Not all students at Adams Elementary are demonstrating expected academic growth as they transition from third to fourth grade, particularly in reading and mathematics.	Instructional and intervention processes are not yet implemented with consistent fidelity across grade levels, resulting in gaps in instructional alignment, progress monitoring, and targeted support as students transition from third to fourth grade.

Goal 2 All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 1

Recruit, select, assign, and retain highly-qualified educators and support staff.

Evaluation Data Source: EOY teacher turnover rate and data review

Strategy 1

Develop a hiring committee and create questions for highly qualified candidates and their position

Strategy's Expected Result/Impact: Teachers are skilled and delivering quality TIER 1 instruction

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 1, 2

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

Formative Reviews

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Strategy 2

We will provide new teachers with a campus mentor and ensure they receive all necessary training.

Strategy's Expected Result/Impact: New teachers will receive consistent mentoring, training, and ongoing support, resulting in increased confidence, effective implementation of campus instructional expectations, and successful integration into the campus culture and systems.

Staff Responsible for Monitoring: C & ! Department, Principal, AP, Reading and Math TDSI

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 1 Problem Statements Identifying Student Learning

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

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Performance Objective 2

Deliver relevant professional development for teachers, and staff that is focused on the needs of students.

Strategy 1

Align and attend professional development to campus and district goals and current assessment results.

Strategy's Expected Result/Impact: Teachers and staff will implement strategies learned through targeted professional development, resulting in improved instructional practices that better address identified student needs and increase student growth and achievement.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

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

Formative Reviews

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Strategy 2

Promote and provide opportunities for staff members to grow as leaders on campus

Strategy's Expected Result/Impact: Staff members will have increased opportunities to develop and demonstrate leadership skills, resulting in greater shared ownership, collaboration, and leadership capacity across the campus.

Staff Responsible for Monitoring: Administration

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 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Dedicate PLC time for lesson internalization, data analysis, and responsive instructional planning.

Strategy's Expected Result/Impact: Teachers will use dedicated PLC time to internalize lessons, analyze student data, and collaboratively plan responsive instruction, resulting in stronger instructional alignment, timely adjustments to instruction, and increased student mastery of grade-level standards.

Staff Responsible for Monitoring: Administration, TDSI, Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

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Performance Objective 3

Allocate resources with a specific focus on instructional improvement and increasing student achievement.

Strategy 1

Provide grade level teams and individual specialists with adequate instructional resources that align to campus and district goals

Strategy's Expected Result/Impact: Purchase specific materials /supplies that will increase student learning

Staff Responsible for Monitoring: Campus Administration, TDSI, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Goal 3 All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 1

Implement practices and procedures to support a safe environment characterized by high expectations, mutual respect, positive teacher-student relationships, and a focus on teaching and learning.

Strategy 1

Conduct annual fire, safety, severe weather drills/ inspections as required. Conduct daily walk-throughs to check all doors in the building

Strategy's Expected Result/Impact: Continuous Safe Environment

Staff Responsible for Monitoring: Administration and SRO

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 2

Provide and and utilize school safety materials/programs: two way radios, raptor visitor program, safety training.

Strategy's Expected Result/Impact: Continuous Safe Environment for learners

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Leverage PBIS and Restorative Practices to build strong relationships, promote accountability,

and create a respectful learning environment.

Strategy's Expected Result/Impact: Reduce office referrals and reinforce respectful interactions across the building.

Staff Responsible for Monitoring: Counselor, Administration, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

Ensure that district policies and procedures are student-centered, equitable, consistently enforced, and data-driven.

Strategy 1

Review student behavior data during student support meetings to identify trends, provide interventions, and ensure campus expectations are implemented consistently and equitably.

Strategy's Expected Result/Impact: Improve student behavior and provide a safe classroom environment.

Staff Responsible for Monitoring: Administration, Counselor, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Monitor and review student attendance data weekly to identify attendance concerns, implement parent phone calls, and timely interventions that support consistent student engagement and success.

Strategy's Expected Result/Impact: Improve student attendance that leads to student growth.

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Goal 4

Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 1

Work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.

Strategy 1

Provide parent-teacher conferences during district-designated conference times and schedule additional conferences as needed to address individual student academic, behavioral, or social-emotional needs.

Strategy's Expected Result/Impact: Improve parent engagement that leads to student growth.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Each grade level will communicate with families by newsletters or by a technology platform about important events and dates.

Strategy's Expected Result/Impact: Families will receive consistent and timely communication from each grade level regarding important events, dates, and campus information, resulting in increased family awareness, engagement, and connection to the school.

Staff Responsible for Monitoring: Teachers, Admin

Formative Reviews

November	January	March	June

Strategy 3

Invite families to multiple scheduled campus events that encourage family engagement, while supporting student learning.

Strategy's Expected Result/Impact: Families will have increased opportunities to actively participate in campus events that strengthen school-family partnerships and provide strategies and resources to support student learning at home.

Staff Responsible for Monitoring: Admin, Teachers

Funding Sources: Supplies that parents can use at home with their student. 211-Title I, Part A (Parent Involvement), $1,096

Formative Reviews

November	January	March	June

Performance Objective 2

Pursue quality partnerships with parents and community to provide a system of support and communication between all stakeholders.

Strategy 1

Utilize Parent Square to communicate with guardians regarding important updates for the month and provide information regarding resources.

Strategy's Expected Result/Impact: Increase parent engagement

Staff Responsible for Monitoring: Administrators, Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Encourage teachers to write grants in partnership with Education Foundation to gain financial support for specific classroom-centered resources.

Strategy's Expected Result/Impact: Improve classroom performance or systems.

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

State Compensatory Education

State Compensatory

Budget for Adams Elementary School

Total SCE Funds: $15,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Funds will be used for afterschool tutoring of students identified in need.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Head	Math TDSI	EESSER III	1
Torres	Reading TDSI		0.5

Funding Summary

Funding Summary

211-Title I, Part A (Parent Involvement)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Supplies that parents can use at home with their student.	--	$1,096.00
				Sub-Total	$1,096.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Recruiting Teachers and Paraprofessionals	Allen Roberts	10/10/2024	Christopher Jackson	9/30/2024