Hutto Independent School District

Howard Norman Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: D



Mission Statement

Empowering Leaders to reach their highest potential.

Vision

We are the highest performing elementary school in Hutto ISD.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Howard Norman Elementary is a neighborhood school serving students in Early Education through fifth grade in Hutto ISD. Since opening in 2017, Howard Norman has become known for cultivating student leadership, academic growth, and meaningful family partnerships. As a **Leader in Me Lighthouse School** and **Purple Star Campus**, Howard Norman is committed to developing the whole child while empowering every student to lead with confidence, purpose, and integrity.

During the 2025–2026 school year, Howard Norman served **553 students** and expanded its **Dual Language Program**, increasing access to bilingual instruction while strengthening opportunities for multilingual learners. The campus continues to provide a comprehensive educational experience through strong academic systems, leadership development, and meaningful family engagement.

Campus Highlights

- 553 students in Early Education–Grade 5
- Leader in Me Lighthouse School
- Purple Star Campus
- Expanded Dual Language Program
- 2025 Accountability Rating: **77 (C)**
- Closing the Gaps Score: **81 (B)**

Student Demographics

- 40.5% Hispanic
- 34.2% White
- 13.9% African American
- 7.8% Two or More Races
- 40.7% Economically Disadvantaged
- 22.4% Special Education
- 10.1% Emergent Bilingual
- 95.2% Attendance Rate
- 8% Gifted and Talented
- 6% 504
- .01% Homeless/Unhoused

Programs and Supports

Howard Norman provides a comprehensive system of academic and social-emotional supports, including:

- Leader in Me Leadership Framework
- Dual Language Program
- WIN (What I Need) Intervention Block
- Multi-Tiered System of Supports (MTSS)
- Robotics and STEM Opportunities
- Student Leadership Teams
- School Counseling Program
- Family Engagement Initiatives

Demographics Strengths

1. Diverse student population representing multiple cultures, languages, and backgrounds.
2. Expansion of the Dual Language Program, increasing opportunities for multilingual learners.
3. Strong family relationships and a welcoming school environment where families report feeling respected and valued.
4. Attendance rate (95.2%) exceeds district and state averages, and student mobility remains lower than district and state averages, supporting instructional continuity.
5. Multiple specialized programs and services (Special Education, Dyslexia, Gifted & Talented, MTSS, counseling, Leader in Me) support the diverse needs of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The increasing emergent bilingual population is not yet fully supported by adequate staffing, materials, and instructional resources.
Root Cause: The rapid growth of the Emergent Bilingual and Dual Language population has outpaced the development of staffing, instructional resources, bilingual materials, and professional learning needed to fully support multilingual learners.

Problem Statement 2 (Prioritized): Attendance and tardy patterns are inconsistent and not systematically addressed, impacting student learning.
Root Cause: The campus lacks a consistent, proactive attendance system that includes early identification, family communication, and coordinated interventions to address attendance concerns before they become chronic.

Problem Statement 3 (Prioritized): Students do not yet consistently experience structured opportunities to develop leadership, voice, goal ownership, and a sense of belonging across all classrooms and campus settings.
Root Cause: Campuswide systems for explicitly teaching, practicing, and reinforcing leadership behaviors, student voice, goal setting, and student ownership are not implemented with consistent fidelity across grade levels and learning environments.

Student Learning

Student Learning Summary

Howard Norman Elementary is committed to ensuring high levels of learning for every student through rigorous instruction, targeted intervention, and continuous progress monitoring. Student learning is measured through multiple data sources, including **STAAR, MAP Growth, mCLASS, common formative assessments, classroom performance, progress monitoring, and campus intervention data**. These data sources are regularly analyzed through Professional Learning Communities (PLCs), data meetings, and leadership team discussions to monitor student progress and inform instructional decisions.

Analysis of student achievement data indicates that students continue to demonstrate growth across multiple content areas, particularly through the use of data-informed instruction and intervention. The campus has established systems to monitor student progress, provide differentiated instruction, and support students through WIN (What I Need) intervention time and MTSS processes. Staff consistently expressed a strong commitment to meeting the needs of every learner and using student data to adjust instruction.

Despite these strengths, student performance data and stakeholder feedback identified several opportunities for improvement. Literacy remains the campus's highest academic priority, with a significant number of students entering intermediate grades below grade level in reading and writing. Staff also identified the need to strengthen foundational literacy skills earlier to prevent long-term learning gaps. In mathematics, data reflects the need to improve conceptual understanding, mathematical discourse, and problem-solving across grade levels. Teachers also noted inconsistencies between classroom instruction, curriculum resources, and assessment rigor, creating opportunities to strengthen instructional alignment and ensure all students have access to grade-level expectations.

Overall, the analysis indicates that Howard Norman has established strong instructional systems and a dedicated staff committed to student success. Continued emphasis on foundational literacy, mathematical reasoning, intervention effectiveness, and instructional alignment will support increased academic achievement and growth for all students.

Evidence/Data Sources

- STAAR Results (Reading, Mathematics, Science)
- MAP Growth Assessments
- mCLASS Reading Data
- TELPAS Results
- Common Formative Assessments
- PLC Data Analysis
- Progress Monitoring Data
- MTSS and Intervention Data
- Classroom Performance
- Teacher Feedback (CNA Gallery Walk)
- Extended Leadership Team (ELT) Prioritization

Student Learning Strengths

1. Students continue to demonstrate growth toward campus W.I.G. goals in both reading and mathematics.
2. A majority of students are performing at the Approaches or Meets level in Reading and Mathematics, providing a strong foundation for increasing Meets and Masters performance.
3. Fifth-grade students have shown positive academic growth, particularly in reading.
4. Teachers regularly use student data to monitor progress and adjust instruction.

5. Staff demonstrate a strong commitment to meeting the academic needs of all learners through intervention and differentiated instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant number of students, particularly in upper elementary, are performing below grade level in reading and writing.
Root Cause: Small-group literacy instruction is not consistently planned and implemented using student data, resulting in instruction that does not always address students' specific literacy needs.

Problem Statement 2 (Prioritized): Foundational literacy gaps are not being addressed early enough, impacting students' long-term academic success.
Root Cause: Early identification and intervention systems are not consistently implemented with sufficient intensity to close foundational literacy gaps before students reach intermediate grades.

Problem Statement 3 (Prioritized): Mathematics performance is inconsistent across grade levels, particularly in problem-solving and conceptual understanding.
Root Cause: Instructional practices and PLC planning are not consistently focused on conceptual understanding, mathematical discourse, and problem-solving aligned to grade-level rigor.

School Processes & Programs

School Processes & Programs Summary

Howard Norman Elementary has established a variety of systems and programs designed to support high levels of student achievement, leadership development, and the whole-child experience. Campus structures such as Professional Learning Communities (PLCs), WIN (What I Need) intervention time, Multi-Tiered System of Supports (MTSS), Leader in Me, collaborative leadership teams, vertical planning, and student leadership opportunities provide a strong framework for supporting both students and staff. These systems promote collaboration, data-informed decision making, and a shared commitment to continuous improvement.

Throughout the Comprehensive Needs Assessment process, staff consistently identified the campus's collaborative culture and willingness to support one another as significant strengths. Teachers value opportunities to work together through PLCs, action teams, and leadership structures, while Leader in Me continues to provide a common framework for developing student leadership and creating positive learning environments. The campus also offers a variety of academic interventions, counseling services, extracurricular opportunities, and specialized programs that support the diverse needs of students.

While these systems provide a solid foundation, stakeholders also identified opportunities to improve consistency and effectiveness across the campus. Staff expressed the need for greater alignment in instructional practices, clearer campuswide expectations, and more consistent implementation of Leader in Me, WIN, MTSS, and behavior systems. PLCs were identified as an area for growth, with teachers requesting additional time and structure for analyzing student data, planning rigorous instruction, and collaborating around instructional best practices. Staff also emphasized the importance of ensuring intervention systems are responsive, data-driven, and coordinated with grade-level instruction so that all students receive timely support without missing core learning opportunities.

Overall, the campus has many strong programs and processes in place; however, increasing consistency, strengthening instructional collaboration, and refining intervention systems were identified as key opportunities to improve student outcomes and support continuous improvement.

Evidence/Data Sources

- Campus Comprehensive Needs Assessment (ELT Gallery Walk)
- Extended Leadership Team (ELT) Prioritization
- Campus Advisory Council (CAC) Feedback
- Staff Focus Groups
- Professional Learning Community (PLC) Feedback
- MTSS and WIN Process Review
- Leader in Me Measurable Results Assessment (MRA)
- Campus Walkthrough Observations
- STAAR, MAP, and Common Assessment Data
- Master Schedule and Intervention Structures

School Processes & Programs Strengths

1. Strong implementation of the **Leader in Me** framework has created leadership opportunities for students across the campus.
2. Campus systems such as WIN, MTSS, PLCs, leadership teams, and action teams provide structures to support student success.
3. Teachers collaborate regularly through Professional Learning Communities and vertical teams to improve instruction.
4. Positive Office Referrals reflect a campus-wide commitment to recognizing and celebrating positive student behavior.
5. The campus has established routines, leadership notebooks, student leadership opportunities, and collaborative systems that provide consistency across many areas of the

school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): WIN time and intervention structures are not fully optimized, limiting students' access to timely, targeted support while maintaining grade-level instruction.
Root Cause: The campus lacks a clearly defined, consistently implemented, and regularly monitored system for WIN time and MTSS that ensures interventions are data-driven and coordinated with core instruction.

Problem Statement 2 (Prioritized): Professional Learning Communities (PLCs) are not consistently focused on deep instructional planning, data analysis, and collaborative problem-solving.
Root Cause: PLCs do not have a consistent campus-wide structure and expectations for using student data, aligning instruction, and planning high-quality learning experiences.

Perceptions

Perceptions Summary

Howard Norman Elementary is recognized by students, staff, and families as a welcoming, relationship-centered campus where leadership, collaboration, and student success are valued. Feedback gathered through the Comprehensive Needs Assessment, Leader in Me Measurable Results Assessment (MRA), Panorama surveys, parent surveys, staff discussions, Campus Advisory Council (CAC), and the Extended Leadership Team (ELT) consistently highlighted the campus's strong sense of community, positive school culture, and commitment to developing the whole child.

Staff described Howard Norman as a family-oriented campus where teamwork, collaboration, and a willingness to support one another are defining strengths. Students have numerous opportunities to develop leadership skills through Leader in Me and other campus leadership opportunities, and families generally report feeling welcomed and valued as partners in their children's education.

While stakeholders expressed appreciation for the positive culture, the data also identified opportunities for growth. Staff and families noted the need for more consistent communication, increased clarity around campus expectations and initiatives, expanded opportunities for meaningful family and volunteer engagement, and a better balance of campus events and meetings to reduce staff workload. Survey results also suggest opportunities to strengthen collective efficacy, campuswide alignment, and consistency in implementing campus systems while maintaining the positive relationships that define Howard Norman.

Overall, stakeholder perceptions indicate that Howard Norman has a strong cultural foundation on which to build. Continued attention to communication, consistency, and stakeholder engagement will help strengthen trust, collaboration, and shared ownership of student success.

Evidence/Data Sources

- Leader in Me Measurable Results Assessment (MRA)
- Panorama Student Survey
- Parent Survey
- Staff Survey
- ELT Gallery Walk
- Campus Advisory Council (CAC) Feedback
- Staff Focus Groups
- Family Engagement Participation Data
- Volunteer Feedback
- Staff Retention and Exit Feedback (if applicable)

Perceptions Strengths

1. Families report high levels of trust in the school and feel informed about school events and opportunities.
2. Students report that teachers care about them and believe they can be successful at school.
3. Staff describe Howard Norman as a family-oriented campus with strong collaboration and supportive relationships.
4. Staff report feeling safe on campus and value the positive school culture.
5. Stakeholders recognize student leadership, family engagement, and a culture of care as defining characteristics of Howard Norman.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication with staff and families is not always consistent or clear, resulting in misunderstandings and missed opportunities for collaboration.
Root Cause: The campus lacks a consistent communication framework that clearly defines expectations, timelines, and methods for sharing information with staff and families.

Problem Statement 2 (Prioritized): Opportunities for meaningful volunteer engagement are not always clearly defined or accessible for families.
Root Cause: Volunteer systems and family engagement opportunities have not been clearly communicated or intentionally structured to provide meaningful ways for families to participate in student learning and campus activities.

Priority Problem Statements

Problem Statement 1: Attendance and tardy patterns are inconsistent and not systematically addressed, impacting student learning.

Root Cause 1: The campus lacks a consistent, proactive attendance system that includes early identification, family communication, and coordinated interventions to address attendance concerns before they become chronic.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Foundational literacy gaps are not being addressed early enough, impacting students' long-term academic success.

Root Cause 2: Early identification and intervention systems are not consistently implemented with sufficient intensity to close foundational literacy gaps before students reach intermediate grades.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A significant number of students, particularly in upper elementary, are performing below grade level in reading and writing.

Root Cause 3: Small-group literacy instruction is not consistently planned and implemented using student data, resulting in instruction that does not always address students' specific literacy needs.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Professional Learning Communities (PLCs) are not consistently focused on deep instructional planning, data analysis, and collaborative problem-solving.

Root Cause 4: PLCs do not have a consistent campus-wide structure and expectations for using student data, aligning instruction, and planning high-quality learning experiences.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: WIN time and intervention structures are not fully optimized, limiting students' access to timely, targeted support while maintaining grade-level instruction.

Root Cause 5: The campus lacks a clearly defined, consistently implemented, and regularly monitored system for WIN time and MTSS that ensures interventions are data-driven and coordinated with core instruction.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Communication with staff and families is not always consistent or clear, resulting in misunderstandings and missed opportunities for collaboration.

Root Cause 6: The campus lacks a consistent communication framework that clearly defines expectations, timelines, and methods for sharing information with staff and families.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Opportunities for meaningful volunteer engagement are not always clearly defined or accessible for families.

Root Cause 7: Volunteer systems and family engagement opportunities have not been clearly communicated or intentionally structured to provide meaningful ways for families to participate in student learning and campus activities.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Mathematics performance is inconsistent across grade levels, particularly in problem-solving and conceptual understanding.

Root Cause 8: Instructional practices and PLC planning are not consistently focused on conceptual understanding, mathematical discourse, and problem-solving aligned to grade-level rigor.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The increasing emergent bilingual population is not yet fully supported by adequate staffing, materials, and instructional resources.

Root Cause 9: The rapid growth of the Emergent Bilingual and Dual Language population has outpaced the development of staffing, instructional resources, bilingual materials, and professional learning needed to fully support multilingual learners.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Students do not yet consistently experience structured opportunities to develop leadership, voice, goal ownership, and a sense of belonging across all classrooms and campus settings.

Root Cause 10: Campuswide systems for explicitly teaching, practicing, and reinforcing leadership behaviors, student voice, goal setting, and student ownership are not implemented with consistent fidelity across grade levels and learning environments.

Problem Statement 10 Areas: Demographics

Goals

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: By June 2027, Student achievement at Meets Grade Level standard or above on STAAR in all subjects (Domain 1) will increase from 38% to 52%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details

Reviews

Formative			Summative
Nov	Feb	Apr	June

Strategy 1: LIP School Improvement Strategy: Strengthen Tier 1 RLA instruction through consistent implementation of high-leverage instructional practices, collaborative planning, data-driven instruction, and strategic instructional structures to increase student achievement at the Meets Grade Level standard or above.

Strategy's Expected Result/Impact: Increase the percentage of students achieving Meets Grade Level or above on RLA STAAR

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

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement and monitor consistent use of the Power 6 instructional practices, including Framing the Lesson, Turn & Learn, Student At-Bats, Academic Monitoring, Exemplars, and Pacing/Closure.	Administrators, Instructional Coach, Teachers	August 2026-May 2027	
2	Conduct weekly PLC and DDI cycles to analyze CFAs, benchmarks, MAP, student work, and other formative data to identify misconceptions and determine reteach, intervention, and extension needs.	Administrators, Instructional Coach, Grade-Level Teams	Weekly, August 2026-May 2027	
3	Utilize lesson internalization and rehearsal to strengthen alignment among essential standards, HQIM, daily learning objectives, instructional tasks, exemplars, and assessments.	Instructional Coach, Team Leads, Teachers	Weekly, August 2026-May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Implement departmentalized instructional models in K-5 to strategically align teacher strengths and content expertise with Reading/Social Studies and Math/Science instruction.	Principal, Assistant Principals, Teachers	August 2026-May 2027	
5	Conduct intentional instructional walkthroughs aligned to campus priorities and provide timely, actionable feedback with follow-up monitoring.	Principal, Assistant Principals, Instructional Coach	Weekly, August 2026-May 2027	
6	Strengthen instruction for Emergent Bilingual and Dual Language students through language development strategies, linguistically appropriate instructional materials, and targeted professional learning aligned to student language proficiency and academic needs.	Administrators, Instructional Coach, EB/ Dual Language Teachers	August 2026-May 2027; monitored quarterly	

Title I:
2.51, 2.52, 2.53
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

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

Funding Sources: Learning A-Z - Title I, Part A - (6300) Supplies and Materials - $3,546.40, Classkick Pro Subscription - Title I, Part A - (6300) Supplies and Materials - $2,499, Brain Pop Jr. - Title I, Part A - (6300) Supplies

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2: LIP School Improvement Strategy: Strengthen Tier 1 Math instruction through consistent implementation of high-leverage instructional practices, collaborative planning, data-driven instruction, and strategic instructional structures to increase student achievement at the Meets Grade Level standard or above.

Strategy's Expected Result/Impact: Increase the percentage of students achieving Meets Grade Level or above on STAAR

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

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement and monitor consistent use of the Power 6 instructional practices, including Framing the Lesson, Turn & Learn, Student At-Bats, Academic Monitoring, Exemplars, and Pacing/Closure.	Administrators, Instructional Coach, Teachers	August 2026-May 2027	
2	Conduct weekly PLC and DDI cycles to analyze CFAs, benchmarks, MAP, student work, and other formative data to identify misconceptions and determine reteach, intervention, and extension needs.	Administrators, Instructional Coach, Grade-Level Teams	Weekly, August 2026-May 2027	
3	Utilize lesson internalization and rehearsal to strengthen alignment among essential standards, HQIM, daily learning objectives, instructional tasks, exemplars, and assessments.	Instructional Coach, Team Leads, Teachers	Weekly, August 2026-May 2027	
4	Implement departmentalized instructional models in K-5 to strategically align teacher strengths and content expertise with Reading/Social Studies and Math/Science instruction.	Principal, Assistant Principals, Teachers	August 2026-May 2027	
5	Conduct intentional instructional walkthroughs aligned to campus priorities and provide timely, actionable feedback with follow-up monitoring.	Principal, Assistant Principals, Instructional Coach	Weekly, August 2026-May 2027	

Title I:
2.51, 2.52, 2.53

- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2

Funding Sources: Classkick Pro Subscription - Title I, Part A - (6300) Supplies and Materials - $0, Math Fact Lab - Title I, Part A - (6300) Supplies and Materials - $625

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The increasing emergent bilingual population is not yet fully supported by adequate staffing, materials, and instructional resources. **Root Cause**: The rapid growth of the Emergent Bilingual and Dual Language population has outpaced the development of staffing, instructional resources, bilingual materials, and professional learning needed to fully support multilingual learners.
Student Learning
Problem Statement 1: A significant number of students, particularly in upper elementary, are performing below grade level in reading and writing. **Root Cause**: Small-group literacy instruction is not consistently planned and implemented using student data, resulting in instruction that does not always address students' specific literacy needs.
Problem Statement 2: Foundational literacy gaps are not being addressed early enough, impacting students' long-term academic success. **Root Cause**: Early identification and intervention systems are not consistently implemented with sufficient intensity to close foundational literacy gaps before students reach intermediate grades.
Problem Statement 3: Mathematics performance is inconsistent across grade levels, particularly in problem-solving and conceptual understanding. **Root Cause**: Instructional practices and PLC planning are not consistently focused on conceptual understanding, mathematical discourse, and problem-solving aligned to grade-level rigor.
School Processes & Programs
Problem Statement 1: WIN time and intervention structures are not fully optimized, limiting students' access to timely, targeted support while maintaining grade-level instruction. **Root Cause**: The campus lacks a clearly defined, consistently implemented, and regularly monitored system for WIN time and MTSS that ensures interventions are data-driven and coordinated with core instruction.
Problem Statement 2: Professional Learning Communities (PLCs) are not consistently focused on deep instructional planning, data analysis, and collaborative problem-solving. **Root Cause**: PLCs do not have a consistent campus-wide structure and expectations for using student data, aligning instruction, and planning high-quality learning experiences.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 2: By June 2027, Students in grade 3 will increase from 42% to 53% of students achieving at 'meets' or higher on math STAAR assessments and from 46% to 58% on the reading STAAR assessments.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Use a consistent DDI process to analyze student work and assessment data, identify TEKS misconceptions and trends, and plan first teach, reteach, intervention, and extension. **Strategy's Expected Result/Impact:** Increase the effectiveness of Tier 1 instruction and intervention through timely, data-driven instructional responses. **Staff Responsible for Monitoring:** Administrators, Instructional Support Coach and Team Leads **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2: LIP School Improvement Strategy: Implement targeted 3rd-grade achievement cycles using standards-aligned instruction, assessment data, and responsive instructional practices to increase the percentage of students achieving Meets Grade Level or above in Reading and Mathematics.

Strategy's Expected Result/Impact: Increase 3rd-grade student achievement at Meets Grade Level or above in Reading and Mathematics and reduce achievement gaps among identified student groups.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, 3rd Grade Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify and monitor mastery of essential Reading and Mathematics standards through aligned Tier 1 instruction, CFAs, spiral review, reteach, and reassessment.	3rd Grade Teachers, Instructional Coach	Weekly/ Throughout each instructional unit	
2	Use academic monitoring and formative assessment data to provide flexible small-group instruction targeting identified misconceptions and unfinished learning.	3rd Grade Teachers	Daily/Weekly	
3	Use PLC/DDI cycles to identify misconceptions and plan first teach, reteach, flexible small groups, intervention, and extension.	3rd Grade Teachers, Administrators, Instructional Coach, Teachers	Updated every 3-4 weeks	

Title I:
2.53
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2, 3 - School Processes & Programs 1, 2

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Foundational literacy gaps are not being addressed early enough, impacting students' long-term academic success. **Root Cause**: Early identification and intervention systems are not consistently implemented with sufficient intensity to close foundational literacy gaps before students reach intermediate grades.

Student Learning

Problem Statement 3: Mathematics performance is inconsistent across grade levels, particularly in problem-solving and conceptual understanding. **Root Cause**: Instructional practices and PLC planning are not consistently focused on conceptual understanding, mathematical discourse, and problem-solving aligned to grade-level rigor.

School Processes & Programs

Problem Statement 1: WIN time and intervention structures are not fully optimized, limiting students' access to timely, targeted support while maintaining grade-level instruction. **Root Cause**: The campus lacks a clearly defined, consistently implemented, and regularly monitored system for WIN time and MTSS that ensures interventions are data-driven and coordinated with core instruction.

Problem Statement 2: Professional Learning Communities (PLCs) are not consistently focused on deep instructional planning, data analysis, and collaborative problem-solving. **Root Cause**: PLCs do not have a consistent campus-wide structure and expectations for using student data, aligning instruction, and planning high-quality learning experiences.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 3: By June 2027, The percentage of students who meet projected growth on grade-level screeners in reading and mathematics will increase 7% across all screeners.

HB3 Goal

Evaluation Data Sources: Grades 1 - 9 NWEA MAP (Reading goal = 64%, Math goal = 57%)
Grades K - 2 mCLASS (69%)
PK Circle (Baseline year for new assessment)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During the DDI protocol, teachers will use screener and progress-monitoring data to provide targeted Tier 2 and Tier 3 reading and math interventions using research-based curriculum. **Strategy's Expected Result/Impact:** Increase by at least 7% the percentage of students meeting projected growth across grade-level screeners. **Staff Responsible for Monitoring:** Administrators, Instructional Support Coach, EdTech Media Specialist **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2: LIP School Improvement Strategy: Implement a systematic student growth and intervention process using individual growth goals, WIN/MTSS, progress monitoring, and student ownership to increase the percentage of students meeting projected growth in Reading and Mathematics.

Strategy's Expected Result/Impact: Increase the percentage of students meeting or exceeding projected growth on grade-level Reading and Mathematics screeners by at least 7%.

Staff Responsible for Monitoring: Principal, Assistant Principals, MTSS/Intervention Lead, Instructional Coach

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish individual Reading and Mathematics growth goals using beginning-of-year screener data and monitor progress using MAP, CFAs, formative assessments, and other progress-monitoring measures.	Teachers, Administrators	BOY, MOY, EOY with ongoing monitoring	
2	Utilize the daily WIN/intervention block to provide targeted intervention and enrichment based on student skill deficits, assessment data, and ongoing progress monitoring.	Teachers, MTSS/ Intervention Lead, Administrators	Daily, August 2026-May 2027	
3	Conduct recurring MTSS progress-monitoring cycles to evaluate student response to intervention and adjust instructional groups, intervention intensity, and instructional approaches based on student progress.	MTSS/ Intervention Lead, Teachers, Administrators	Recurring MTSS cycles throughout the year	
4	Engage students in setting, tracking, and reflecting on academic growth goals through Leader in Me WIG practices, leadership notebooks, weekly WIG check-ins, and Student-Led Conferences.	Teachers, Students	Weekly, August 2026-May 2027	
5	Disaggregate growth data by grade level, content area, teacher, and identified student groups (African American, Hispanic, Special Education and Emergent Bilingual) to determine where additional intervention, instructional support, or coaching is needed.	Principal, Assistant Principals, Instructional Coach, MTSS/ Intervention Lead	BOY, MOY, EOY and interim data cycles	

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

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

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Foundational literacy gaps are not being addressed early enough, impacting students' long-term academic success. **Root Cause**: Early identification and intervention systems are not consistently implemented with sufficient intensity to close foundational literacy gaps before students reach intermediate grades.
School Processes & Programs
Problem Statement 1: WIN time and intervention structures are not fully optimized, limiting students' access to timely, targeted support while maintaining grade-level instruction. **Root Cause**: The campus lacks a clearly defined, consistently implemented, and regularly monitored system for WIN time and MTSS that ensures interventions are data-driven and coordinated with core instruction.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 4: By June 2027, The percentage of students obtaining their CCMR indicator will increase 4% to an overall score of 86%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 1: Provide age-appropriate college, career, and future-readiness experiences that connect student learning, interests, leadership, and enrichment opportunities to future pathways.

Strategy's Expected Result/Impact: Increase student awareness of college, career, military, and postsecondary pathways while strengthening engagement, leadership, and future-readiness skills.

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide career exploration through Career Day, guest speakers, community partners, and age-appropriate college, career, and military learning experiences.	Counselor, Teachers, Community Partners	Ongoing	
2	Provide STEM, robotics, fine arts, clubs, and enrichment opportunities that expose students to interests, skills, and future pathways.	Teachers, Sponsors, Counselor	Ongoing	
3	Provide student leadership opportunities through Leader in Me, leadership roles, campus jobs, Jr. Lighthouse, and Student-Led Conferences to develop communication, goal-setting, collaboration, and ownership.	Teachers, LIM Lighthouse Team, Counselor	Ongoing	

ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1, 2

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: Communication with staff and families is not always consistent or clear, resulting in misunderstandings and missed opportunities for collaboration. **Root Cause**: The campus lacks a consistent communication framework that clearly defines expectations, timelines, and methods for sharing information with staff and families.

Problem Statement 2: Opportunities for meaningful volunteer engagement are not always clearly defined or accessible for families. **Root Cause**: Volunteer systems and family engagement opportunities have not been clearly communicated or intentionally structured to provide meaningful ways for families to participate in student learning and campus activities.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 5: By June 2027, an increase in student utilization of wrap-around services will result in measurable improvements in academics, attendance, behavior, and well-being.

Strategy 1 Details

Strategy 1: Implement coordinated student supports that strengthen leadership, belonging, behavior, attendance, and access to academic and social-emotional services.

Strategy's Expected Result/Impact: Improve student attendance, behavior, engagement, belonging, and access to appropriate academic and social-emotional supports.

Staff Responsible for Monitoring: Administrators, Counselors, Guiding Coalition

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Daily LIM lessons, leadership opportunities, WIGs, student voice and recognition.	Teachers, Counselor, LIM Lighthouse Team	Daily/Weekly, Aug. 2026-May 2027	
2	Implement proactive attendance monitoring, early identification, family communication, and intervention.	Administrators, Counselor, Attendance Team/Registrar	Weekly monitoring, Aug. 2026-May 2027	
3	Coordinate counseling, MTSS, behavior supports, mentoring, and wrap-around referrals based on identified needs.	Counselor, MTSS/ Intervention Lead, Administrators	Ongoing, Aug. 2026-May 2027	

ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 2 - School Processes & Programs 1

Reviews

Formative			Summative
Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilize Leader In Me campus-wide lessons to recognize and reinforce leadership behaviors, strengthen positive relationships, and increase every student's sense of belonging and engagement within the school community. **Strategy's Expected Result/Impact:** Students will demonstrate increased positive behaviors, improved attendance, stronger engagement in learning, and an increased sense of belonging as measured by student perception surveys, behavior data, and PBIS recognition trends. **Staff Responsible for Monitoring:** Administrators, Counselors, Guiding Coalition **Title I:** 2.52 **Problem Statements:** Demographics 3 **Funding Sources:** Navigate 360 PBIS Rewards - Title I, Part A - (6300) Supplies and Materials - $2,403.40, Franklin Covey - School Membership - Title I, Part A - (6300) Supplies and Materials - $6,359.50, Franklin Covey - Curriculum Companions - Title I, Part A - (6300) Supplies and Materials - $2,178.48, Franklin Covey - Coaching Subscription - Title I, Part A - (6200) Contracted Services - $3,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3: Implement a coordinated school health program that promotes student wellness, healthy behaviors, and physical fitness through health education, physical education, required physical activity, and campuswide wellness initiatives.

Strategy's Expected Result/Impact: Increase student participation in physical activity, promote healthy behaviors and physical fitness, and ensure compliance with Texas coordinated school health, physical activity, and fitness assessment requirements.

Staff Responsible for Monitoring: Principal, Assistant Principals, PE Teachers, School Nurse

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement the district-approved coordinated school health program through health education, physical education, nutrition awareness, and wellness activities.	PE Teachers, School Nurse, Administrators	Aug. 2026-May 2027	
2	Ensure students receive required physical activity minutes through scheduled PE and other qualifying structured physical activities; monitor schedules for compliance.	Administrators, PE Teachers, Classroom Teachers	Daily; reviewed each semester	
3	Administer FitnessGram assessments to applicable students and complete required fitness assessment documentation and reporting.	PE Teachers, Administrators	Annually, per district timeline	
4	Promote healthy habits through schoolwide wellness initiatives and opportunities for physical activity and health education.	PE Teachers, School Nurse, Counselor	Ongoing 2026-27	

ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Attendance and tardy patterns are inconsistent and not systematically addressed, impacting student learning. **Root Cause**: The campus lacks a consistent, proactive attendance system that includes early identification, family communication, and coordinated interventions to address attendance concerns before they become chronic.

Demographics

Problem Statement 3: Students do not yet consistently experience structured opportunities to develop leadership, voice, goal ownership, and a sense of belonging across all classrooms and campus settings. **Root Cause**: Campuswide systems for explicitly teaching, practicing, and reinforcing leadership behaviors, student voice, goal setting, and student ownership are not implemented with consistent fidelity across grade levels and learning environments.

School Processes & Programs

Problem Statement 1: WIN time and intervention structures are not fully optimized, limiting students' access to timely, targeted support while maintaining grade-level instruction. **Root Cause**: The campus lacks a clearly defined, consistently implemented, and regularly monitored system for WIN time and MTSS that ensures interventions are data-driven and coordinated with core instruction.

Perceptions

Problem Statement 1: Communication with staff and families is not always consistent or clear, resulting in misunderstandings and missed opportunities for collaboration. **Root Cause**: The campus lacks a consistent communication framework that clearly defines expectations, timelines, and methods for sharing information with staff and families.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 6: LIP School Improvement Strategy: By June 2027, Howard Norman Elementary will increase its TEA School Progress Domain 2A: Academic Growth score from 54 in 2026 to 65 in 2027 by strengthening Tier 1 instruction, targeted intervention, and progress monitoring in Reading Language Arts and Mathematics, with intentional monitoring of academic growth among African American, Hispanic, Special Education, and Emergent Bilingual students.

High Priority

HB3 Goal

Evaluation Data Sources: 2027 TEA Academic Growth Calculation Report; 2026 baseline report; STAAR RLA and Mathematics; MAP BOY/MOY/EOY growth reports; common formative assessments; student growth trackers; WIN/MTSS progress-monitoring data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 1: LIP School Improvement Strategy: Strengthen Tier 1 RLA instruction through consistent implementation of high-leverage instructional practices, collaborative planning, data-driven instruction, and targeted instructional responses to increase the percentage of students earning annual academic growth points on STAAR RLA.

Strategy's Expected Result/Impact: Increase the proportion of RLA STAAR assessments earning annual academic growth points, supported by improved MAP growth, mastery of essential standards, and timely instructional responses.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach, Ed Tech Data Media Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement and monitor consistent use of the Power 6 instructional practices, including Framing the Lesson, Turn & Learn, Student At-Bats, Academic Monitoring, Exemplars, and Pacing/Closure.	Administrators, Instructional Coach, Teachers	August 2026-May 2027	
2	Conduct weekly PLC and DDI cycles to analyze CFAs, benchmarks, MAP, STAAR growth projections, student work, and other formative data to identify misconceptions and determine reteach, intervention, and extension needs.	Administrators, Instructional Coach, Grade-Level Teams	Weekly, August 2026-May 2027	
3	Utilize lesson internalization and rehearsal to strengthen alignment among essential standards, HQIM, daily learning objectives, instructional tasks, exemplars, and assessments.	Instructional Coach, Team Leads, Teachers	Weekly, August 2026-May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Implement departmentalized instructional models in K-5 to strategically align teacher strengths and content expertise with Reading/Social Studies and Math/Science instruction.	Principal, Assistant Principals, Teachers	August 2026-May 2027	
5	Conduct intentional instructional walkthroughs aligned to campus priorities and provide timely, actionable feedback with follow-up monitoring.	Principal, Assistant Principals, Instructional Coach	Weekly, August 2026-May 2027	
6	Strengthen instruction for Emergent Bilingual and Dual Language students through language development strategies, linguistically appropriate instructional materials, and targeted professional learning aligned to student language proficiency and academic needs.	Administrators, Instructional Coach, EB/ Dual Language Teachers	August 2026-May 2027; monitored quarterly	

Title I:
2.51, 2.52, 2.53
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

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

Funding Sources: Learning A-Z - Title I, Part A - (6300) Supplies and Materials - $3,546.40, Brain Pop Jr. - Title I, Part A - (6300) Supplies and Materials - $5,492, Classkick Pro Subscription - Title I, Part A - (6300) Supplies and Materials - $2,499, No Red Ink - Title I, Part A - (6300) Supplies and Materials - $2,550

Strategy 2 Details

Reviews

Formative			Summative
Nov	Feb	Apr	June

Strategy 2: LIP School Improvement Strategy: Strengthen Tier 1 Mathematics instruction and targeted intervention through high-leverage instructional practices, mathematical discourse, frequent opportunities for students to demonstrate learning, collaborative data analysis, and responsive reteaching to increase annual academic growth and accelerated learning outcomes on STAAR Mathematics.

Strategy's Expected Result/Impact: Increase the proportion of Mathematics STAAR assessments earning annual academic growth points and improve accelerated learning outcomes for students who previously performed at Did Not Meet Grade Level, supported by improved MAP growth and mastery of essential standards.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach, Ed Tech Data Media Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement and monitor consistent use of the Power 6 instructional practices, including Framing the Lesson, Turn & Learn, Student At-Bats, Academic Monitoring, Exemplars, and Pacing/Closure.	Administrators, Instructional Coach, Teachers	August 2026-May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	Conduct weekly PLC and DDI cycles to analyze CFAs, benchmarks, MAP, STAAR growth projections, student work, and other formative data to identify misconceptions and determine reteach, intervention, and extension needs.	Administrators, Instructional Coach, Grade-Level Teams	Weekly, August 2026-May 2027	
3	Utilize lesson internalization and rehearsal to strengthen alignment among essential standards, HQIM, daily learning objectives, instructional tasks, exemplars, and assessments.	Instructional Coach, Team Leads, Teachers	Weekly, August 2026-May 2027	
4	Implement departmentalized instructional models in K-5 to strategically align teacher strengths and content expertise with Reading/Social Studies and Math/Science instruction.	Principal, Assistant Principals, Teachers	August 2026-May 2027	
5	Conduct intentional instructional walkthroughs aligned to campus priorities and provide timely, actionable feedback with follow-up monitoring.	Principal, Assistant Principals, Instructional Coach	Weekly, August 2026-May 2027	
6	Identify students who previously performed at Did Not Meet Grade Level on STAAR Mathematics and monitor their progress through targeted WIN/MTSS interventions, regular skill assessments, and instructional adjustments to increase the likelihood of earning annual growth and accelerated learning points.	Principal, Assistant Principals, Instructional Coach, Ed Tech Data Media Specialist	August 2026-May 2027	

Title I:
2.51, 2.52, 2.53
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2

Funding Sources: Math Fact Lab - Title I, Part A - (6300) Supplies and Materials - $625, Classkick Pro Subscription - Title I, Part A - (6300) Supplies and Materials - $0

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: The increasing emergent bilingual population is not yet fully supported by adequate staffing, materials, and instructional resources. **Root Cause**: The rapid growth of the Emergent Bilingual and Dual Language population has outpaced the development of staffing, instructional resources, bilingual materials, and professional learning needed to fully support multilingual learners.

Student Learning

Problem Statement 1: A significant number of students, particularly in upper elementary, are performing below grade level in reading and writing. **Root Cause**: Small-group literacy instruction is not consistently planned and implemented using student data, resulting in instruction that does not always address students' specific literacy needs.

Problem Statement 2: Foundational literacy gaps are not being addressed early enough, impacting students' long-term academic success. **Root Cause**: Early identification and intervention systems are not consistently implemented with sufficient intensity to close foundational literacy gaps before students reach intermediate grades.

Problem Statement 3: Mathematics performance is inconsistent across grade levels, particularly in problem-solving and conceptual understanding. **Root Cause**: Instructional practices and PLC planning are not consistently focused on conceptual understanding, mathematical discourse, and problem-solving aligned to grade-level rigor.

School Processes & Programs

Problem Statement 1: WIN time and intervention structures are not fully optimized, limiting students' access to timely, targeted support while maintaining grade-level instruction. **Root Cause**: The campus lacks a clearly defined, consistently implemented, and regularly monitored system for WIN time and MTSS that ensures interventions are data-driven and coordinated with core instruction.

Problem Statement 2: Professional Learning Communities (PLCs) are not consistently focused on deep instructional planning, data analysis, and collaborative problem-solving. **Root Cause**: PLCs do not have a consistent campus-wide structure and expectations for using student data, aligning instruction, and planning high-quality learning experiences.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 1: As of June 2027, retain teachers achieving 80% student growth or higher for the 2027-2028 School Year.

Evaluation Data Sources: Retention/resignation data, Screener data (MAP, mCLASS, Circle), Stay surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 1: Provide differentiated coaching, professional learning, leadership opportunities, and shared decision-making structures that develop teacher and paraprofessional capacity and strengthen staff retention.

Strategy's Expected Result/Impact: Increased teacher effectiveness, leadership capacity, job satisfaction, and retention of high-performing staff.

Staff Responsible for Monitoring: Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use T-TESS, walkthrough, student-growth, and self-reflection data to differentiate coaching and professional learning.	Administrators, Instructional Coach	Ongoing, Aug. 2026-May 2027	
2	Provide opportunities for teacher leadership and shared decision-making through the Guiding Coalition, leadership teams, and campus improvement processes.	Principal, Guiding Coalition, Leadership Teams	Monthly/ Ongoing	
3	Recognize effective practice and create opportunities for teachers to learn from one another.	Administrators, Instructional Coach, Team Leads	Ongoing	

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

Problem Statements: School Processes & Programs 2

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Professional Learning Communities (PLCs) are not consistently focused on deep instructional planning, data analysis, and collaborative problem-solving.
Root Cause: PLCs do not have a consistent campus-wide structure and expectations for using student data, aligning instruction, and planning high-quality learning experiences.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 2: As of June 2027, increase the percentage of new teacher hires identified as highly qualified according to TEA data or TEA designation for the 2027-2028 School Year

Evaluation Data Sources: New-hire highly qualified status per TEA data; TIA data (student growth measures); staff retention data; certification data; employee satisfaction/ culture survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Recruit and prioritize fully certified, high-quality candidates through consistent screening and selection practices aligned to campus instructional needs. **Strategy's Expected Result/Impact:** Securing highly qualified staff for increased student outcomes. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The increasing emergent bilingual population is not yet fully supported by adequate staffing, materials, and instructional resources. **Root Cause**: The rapid growth of the Emergent Bilingual and Dual Language population has outpaced the development of staffing, instructional resources, bilingual materials, and professional learning needed to fully support multilingual learners.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 3: As of May 2027, increase administrative T-TESS calibration, as measured by the TEA TIA data calibration R-Squared value, from a baseline of .16 to a target of .24 for the 2026-2027 school year.

Evaluation Data Sources: TEA TIA data calibration report (R-Squared value); calibration walk documentation; Learning Walk data aligned to T-TESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 1: Conduct regular ILT calibration walks and collaborative walkthroughs to strengthen alignment in instructional expectations, T-TESS scoring, and actionable teacher feedback.

Strategy's Expected Result/Impact: Increased alignment for T-TESSScoring and instructional Expectations and look fors

Staff Responsible for Monitoring: Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly ILT instructional walks and periodic calibration walks.	Principal, Assistant Principals	Weekly/Periodic, Aug. 2026-May 2027	
2	Review walkthrough evidence, calibrate feedback, identify campus trends, and establish follow-up actions.	Principal, Assistant Principals, Instructional Coach	Weekly, Aug. 2026-May 2027	

ESF Levers:
Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1, 2

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: WIN time and intervention structures are not fully optimized, limiting students' access to timely, targeted support while maintaining grade-level instruction. **Root Cause**: The campus lacks a clearly defined, consistently implemented, and regularly monitored system for WIN time and MTSS that ensures interventions are data-driven and coordinated with core instruction.

School Processes & Programs

Problem Statement 2: Professional Learning Communities (PLCs) are not consistently focused on deep instructional planning, data analysis, and collaborative problem-solving.
Root Cause: PLCs do not have a consistent campus-wide structure and expectations for using student data, aligning instruction, and planning high-quality learning experiences.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: By June 2027, increase the number of family survey respondents above the 2025-26 baseline of 105 responses, for the 2026-2027 school year.

Evaluation Data Sources: Fall and Spring Parent Perception Survey (response rate and positive-response percentage)

Strategy 1: Strengthen two-way family engagement through consistent communication and meaningful opportunities for families to participate in student learning, leadership, volunteering, and campus decision-making.

Strategy's Expected Result/Impact: Increased family participation in academic-focused events and an increased positive-response rate on the family-engagement items of the Parent Perception Survey.

Staff Responsible for Monitoring: Principal, Counselor, Family Engagement Action Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide academic/family engagement opportunities such as Literacy, Math, STAAR, Student-Led Conferences, and parent workshops.	Family Engagement Action Team, Teachers, Administrators	Ongoing, Aug. 2026-May 2027	
2	Expand meaningful volunteer participation through H.I.P.P.O.S., WATCH D.O.G.S., PTA, and campus activities.	Family Engagement Action Team, PTA, Counselor	Ongoing, Aug. 2026-May 2027	
3	Increase survey participation through ParentSquare, campus events, QR codes, direct outreach, and paper options when needed.	Principal, Family Engagement Action Team	Fall & Spring Survey Windows	

Title I:
2.53
- ESF Levers:
Lever 3: Integrated Student Support Systems
Problem Statements: Perceptions 1, 2
Funding Sources: Title I Meeting/Parent Night - Title I, Part A - (6400) Operating Cost - $303.04

Reviews			
Formative			Summative
Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Communication with staff and families is not always consistent or clear, resulting in misunderstandings and missed opportunities for collaboration. **Root Cause**: The campus lacks a consistent communication framework that clearly defines expectations, timelines, and methods for sharing information with staff and families.
Problem Statement 2: Opportunities for meaningful volunteer engagement are not always clearly defined or accessible for families. **Root Cause**: Volunteer systems and family engagement opportunities have not been clearly communicated or intentionally structured to provide meaningful ways for families to participate in student learning and campus activities.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: By June 2027, establish a baseline and increase the percentage of students scoring satisfactorily on the Student Experience Survey for the 2026-2027 school year.

Evaluation Data Sources: Student experience survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 1: Strengthen student leadership, voice, relationships, recognition, and belonging through consistent implementation of Leader in Me and campus culture systems, including Student-Led Conferences, Jr. Lighthouse, clubs, campus jobs, STEM Night, and other opportunities for students to practice Habit 8: Find Your Voice.

Strategy's Expected Result/Impact: Increasing percentage of students scoring satisfactory on the Student Experience Survey, and visible evidence that student feedback leads to change.

Staff Responsible for Monitoring: Principal, Counselor, Leader in Me Lighthouse Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Daily LIM lessons/WIGs.	Teachers, LIM Lighthouse Team	Daily/Weekly	
2	Student leadership roles, Jr. Lighthouse, clubs and campus jobs.	LIM Lighthouse Team, Counselor, Teachers	Ongoing, Aug. 2026-May 2027	
3	Student-Led Conferences and student voice/ feedback.	Teachers, Students	Fall & Spring / Ongoing Student Voice	
4	Positive Office Referrals, Synergy Pep Rallies, attendance/growth/behavior recognition	Administrators, Counselor, Teachers	Ongoing, Aug. 2026-May 2027	

ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 3

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Students do not yet consistently experience structured opportunities to develop leadership, voice, goal ownership, and a sense of belonging across all classrooms and campus settings. **Root Cause**: Campuswide systems for explicitly teaching, practicing, and reinforcing leadership behaviors, student voice, goal setting, and student ownership are not implemented with consistent fidelity across grade levels and learning environments.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 3: By June 2027, increase the number of active CTE and community business partnerships by 5% over the prior-year count for the 2026-2027 school year.

Evaluation Data Sources: Partnerships: Knowledge, Technical, Trade, Professional, Program
Experiences: Classroom Support, Field Experience, Student Internships, CTE Events, Program Sponsor, Advisory Boards, Program Advisor

Strategy 1 Details

Strategy 1: Develop and maintain active business and community partnerships that provide expertise, volunteers, sponsorships, career exposure, and resources aligned to campus and student needs.

Strategy's Expected Result/Impact: Increase business partnerships

Staff Responsible for Monitoring: Principal, Counselor, Campus Advisory Council/PTA liaison

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Maintain a standing partner roster from Career Day and existing community relationships.	Counselor, Campus Administration	Ongoing, Aug. 2026-May 2027 Updated Quarterly	
2	Recruit and document new partners supporting student experiences, campus programs, mentoring, volunteering, or sponsorships.	Counselor, CAC/ PTA Liaison, Administration	Ongoing, Aug. 2026-May 2027	

ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 2

Reviews			
Formative			Summative
Nov	Feb	Apr	June

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 2: Opportunities for meaningful volunteer engagement are not always clearly defined or accessible for families. **Root Cause**: Volunteer systems and family engagement opportunities have not been clearly communicated or intentionally structured to provide meaningful ways for families to participate in student learning and campus activities.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 1: By June 2027, increase the percentage alignment between budget allocations and student outcomes, as measured by the district resource-allocation index, for the 2026-2027 school year.

Evaluation Data Sources: District budget-to-outcome alignment index; grant tracking records; Campus Improvement Plan (CIP) budget alignment data; Usage Reports, Cost per student.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 1: Align campus-controlled Title I and local funds to identified CIP strategies and measurable student outcomes, regularly reviewing expenditures and reallocating underutilized funds as needed.

Strategy's Expected Result/Impact: Increase transparency, strategic resource allocation, and alignment between campus spending and student outcomes.

Staff Responsible for Monitoring: Principal, Campus Advisory Council

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review spending and student progress quarterly.	CAC	Quarterly	

Problem Statements: Perceptions 1

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Communication with staff and families is not always consistent or clear, resulting in misunderstandings and missed opportunities for collaboration. **Root Cause**: The campus lacks a consistent communication framework that clearly defines expectations, timelines, and methods for sharing information with staff and families.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 2: By June 2027, increase the percentage of positive responses on the annual Climate Survey related to safety and operations for the 2026-2027 school year.

Evaluation Data Sources: Annual Climate Survey (Fall and Spring administrations); safety- and operations-related survey items

Strategy 1 Details

Strategy 1: Implement and communicate consistent campus safety and operational procedures to strengthen student, staff, and family confidence in a safe and orderly learning environment.

Strategy's Expected Result/Impact: Increased family awareness of and confidence in campus safety procedures, reflected in ParentSquare read/engagement rates and an increased positive-response rate on the safety-related items of the Climate Survey and Parent Perception Survey.

Staff Responsible for Monitoring: Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Communicate safety, arrival/dismissal, visitor, emergency, and operational procedures consistently to staff and families through ParentSquare and campus communication systems.	Administrators, Office Staff	Ongoing (as needed), Aug. 2026-May 2027	
2	Provide staff training and refreshers in crisis response, de-escalation, emergency procedures, and campus safety expectations.	Administrators, District Safety Personnel	Ongoing, Aug. 2026-May 2027	
3	Monitor implementation through safety walks, drills, operational reviews, and stakeholder feedback.	Administrators, Campus Safety Team	Monthly/ After Drills	
4	Communicating Bully Prevention information to studnets and parents	Administrators, Campus Safety Team	Ongoing (as needed), Aug. 2026-May 2027	

ESF Levers:
Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1

Reviews

Formative			Summative
Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Communication with staff and families is not always consistent or clear, resulting in misunderstandings and missed opportunities for collaboration. **Root Cause**: The campus lacks a consistent communication framework that clearly defines expectations, timelines, and methods for sharing information with staff and families.

Campus Funding Summary

Title I, Part A - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title I, Part A - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2	Franklin Covey - Coaching Subscription		$3,500.00
				Sub-Total	$3,500.00
				Budgeted Fund Source Amount	$3,500.00
				+/- Difference	$0.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Learning A-Z		$3,546.40
1	1	1	Brain Pop Jr.		$5,492.00
1	1	1	Classkick Pro Subscription		$2,499.00
1	1	1	No Red Ink		$2,550.00
1	1	2	Math Fact Lab		$625.00
1	1	2	Classkick Pro Subscription		$0.00
1	5	2	Franklin Covey - Curriculum Companions		$2,178.48
1	5	2	Navigate 360 PBIS Rewards		$2,403.40
1	5	2	Franklin Covey - School Membership		$6,359.50
1	6	1	Learning A-Z		$3,546.40
1	6	1	Brain Pop Jr.		$5,492.00
1	6	1	Classkick Pro Subscription		$2,499.00
1	6	1	No Red Ink		$2,550.00
1	6	2	Math Fact Lab		$625.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Classkick Pro Subscription		$0.00
				Sub-Total	$40,366.18
				Budgeted Fund Source Amount	$28,924.18
				+/- Difference	-$11,442.00

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Title I Meeting/Parent Night		$303.04
				Sub-Total	$303.04
				Budgeted Fund Source Amount	$1,500.00
				+/- Difference	$1,196.96
				Grand Total Budgeted	$33,924.18
				Grand Total Spent	$44,169.22
				+/- Difference	-$10,245.04

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Child Abuse and Neglect	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Coordinated Health Program	Chris Zito	11/4/2025	Audrey Corporon	9/15/2026
Technology Integration	Kelly Hong	11/4/2025	Audrey Corporon	9/15/2026
Decision-Making and Planning Policy Evaluation	Jason McAuliffe	5/25/2023	Audrey Corporon	9/15/2026
Disciplinary Alternative Education Program (DAEP)	Kyle Ruggirello	11/16/2023	Audrey Corporon	9/15/2026
Dropout Prevention	Elva Torres	11/4/2025	Audrey Corporon	9/15/2026
Dyslexia Treatment Program	Victoria Linzenmeyer	11/4/2025	Audrey Corporon	9/15/2026
Title I, Part C Migrant	Elva S. Torres	11/4/2025	Audrey Corporon	9/15/2026
Pregnancy Related Services	Kyle Ruggirello	4/1/2005	Audrey Corporon	9/15/2026
Post-Secondary Preparedness	Tonesha Holland	11/4/2025	Audrey Corporon	9/15/2026
Recruiting Teachers and Paraprofessionals	Gaye Rosser	1/25/2024	Audrey Corporon	9/15/2026
Student Welfare: Crisis Intervention Programs and Training	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Student Welfare: Discipline/Conflict/Violence Management	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Texas Behavior Support Initiative (TBSI)	Kyle Ruggirello		Audrey Corporon	9/15/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief William Edwards	2/26/2026	Audrey Corporon	9/15/2026