Hutto Independent School District

Ray Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

We aspire to be an inclusive learning community where we provide opportunities for students and families to capture their greatness and reach their highest potential.

Vision

Ray Elementary...developing life long learners and innovative leaders.

Value Statement

1. Hutto ISD strives to be the best school district in Central Texas.
2. The safety and security of all is a top priority.
3. Every decision should be made in the best interest of students.
4. Success is possible for every student.
5. We recruit, develop, and retain exemplary staff.
6. The pursuit and acceptance of diversity is critical.
7. We will be responsible stewards of taxpayers' dollars.
8. All students are important, and the educational needs of each must be met.
9. Parents/guardians are vital to the success of our students.
10. Open two-way communication and transparency are imperative for a relationship-centered district.
11. Character is as important as academic achievement.
12. We are able to accomplish more as a community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Student Enrollment & Population

Ray Elementary served 597 students during the 2025–2026 school year. Student populations included 15.7% receiving Special Education services, 16.8% identified as Emergent Bilingual/English Learners, and 50.6% identified as economically disadvantaged. Additionally, 8% of students received Gifted and Talented (GT) services, 7.3% received Section 504 services, and 2% were identified as experiencing homelessness.

Enrollment by grade level skews toward the upper elementary grades, with 5th grade the largest cohort at 17.9%, followed by 2nd grade (16.8%) and Kindergarten (16.4%). Pre-K accounts for 4.4% of enrollment.

Mobility

The campus experienced notable mobility this year: 707 unique students were enrolled at some point, with 613 present at the official start of the year (August 31) and 94 additional mid-year entrants — a 13.3% mobility rate. This figure reflects inbound movement only, as exit dates are not tracked in current data systems; the true two-way mobility rate is understood to be higher. New-student entries were concentrated in September and January, consistent with typical family relocation patterns, and dropped to single digits by December, February, and May, suggesting the population stabilized as the year progressed.

Discipline

Physical aggression is the dominant discipline concern on campus. Physical Aggression Toward Students (PAS) alone accounted for 54 referrals, and when combined with related categories (fighting/mutual combat and physical aggression toward adults), physical aggression represents 52% of all offender referrals. Bus referrals are the second most frequent category, comprising nearly one in four referrals.

Referrals are concentrated in general campus areas, followed closely by the bus and classroom settings; the playground, hallways, gym, and cafeteria account for a smaller but still meaningful share.

Referral rates rise sharply with grade level: 5th grade students were referred at a 47.7% rate — meaning nearly half of all 5th graders had at least one referral — compared to single-digit rates in Kindergarten. 3rd and 4th grade also show elevated rates (29.9% and 25.5%, respectively), pointing to a clear need for escalating behavioral support as students move through upper elementary.

Monthly referral data shows spikes in November, February, and April, a pattern consistent with post-holiday and spring behavioral fatigue cycles seen across many campuses.

Disproportionality analysis of offender referrals (against a 24.0% campus average) shows:

- ELL students are underrepresented (11.0%) — a strength worth sustaining.
- Black students are significantly overrepresented (37.9%), the most pronounced equity flag on campus, with referrals concentrated in bus and physical aggression incidents.
- SPED students (20.2%) show a distinct pattern: 47% of their referrals are bus-related, pointing to a transportation-specific need rather than a classroom-behavior one.
- Hispanic/Latino students' referral rate (13.4%) is proportional to their enrollment share and does not indicate disproportionality.

Attendance

Campus-wide attendance stands at 92.9%. Asian, White, and American Indian students attend above the campus average; Black students have the lowest attendance rate at 91.4%, 1.5 points below campus average.

Chronic absenteeism (below 90% attendance) affects 26.1% of the campus historically, with the current-year rate rising to 37.4% — a significant increase warranting close monitoring. Disparities by group are pronounced: Black students (39.6%) and students with 504 plans (36.4%) or SPED status (32.3%) are chronically absent at rates well above the campus average, representing a compounding equity concern alongside the discipline data above. ELL students (24.5%) outperform the campus average, a strength worth recognizing.

By grade level, chronic absenteeism is highest in the earliest grades — Kindergarten (43.6%), 1st grade (46.9%), and Pre-K (approximately 40%) — and declines steadily through 5th grade (28.6%). This gradient points to an early-grades intervention priority, since missed instructional time during foundational literacy years carries outsized long-term consequences.

Achievement — SPED vs. Non-SPED (NWEA Spring 25-26)

A significant achievement gap exists between SPED and non-SPED students. In Math, SPED students averaged a 188.6 RIT score (35.9th percentile) versus 199.3 (58.6th percentile) for non-SPED peers, with 60.8% of SPED students failing to meet projected growth compared to 19.5% of non-SPED students — roughly three times the rate. In Reading, the gap is even wider: SPED students averaged a 176.9 RIT score (29.2nd percentile) versus 189.0 (54.8th percentile) for non-SPED peers, with 50.6% failing to meet projected growth versus 12.1% of non-SPED students — a fourfold difference. The percentile gap between the two groups is 23 points in Math and roughly 25 points in Reading, indicating an urgent need for differentiated instruction and targeted support for SPED students.

Demographics Strengths

Attendance & Engagement

- ELL students outperform the campus average on both key attendance metrics — a 93.2% attendance rate and a chronic absenteeism rate of 24.5%, below the campus average of 26.1%. This suggests current language-support structures are also supporting consistent engagement and school connectedness for this population.
- Asian, White, and American Indian students all attend above the 92.9% campus average, with Asian students posting the strongest rate at 94.2%.
- Chronic absenteeism improves steadily as students move through the grades, dropping from the mid-40% range in K–1 to 28.6% by 5th grade — indicating that whatever supports and routines take hold by upper elementary are working and could inform earlier-grade strategies.

Discipline & Behavior

- ELL students are meaningfully underrepresented in discipline referrals (11.0%) relative to the campus average (24.0%) — a strong positive signal that current behavioral and cultural supports are effective for this population.
- Hispanic/Latino students' referral rate (13.4%) is proportional to their share of campus enrollment, showing no disproportionality despite being the largest single demographic group by count.
- Referral volume is lowest in the earliest grades (Kindergarten at 7.1%), suggesting that current behavioral expectations and routines are landing well with the youngest students before the trend escalates in upper grades.

Community & Population

- The campus serves a diverse student body across race/ethnicity, language, and ability, providing a rich environment for cross-cultural learning and peer support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Chronic absenteeism is highest among the campus's youngest students -- approximately 40% in Pre-K, 43.6% in Kindergarten, and 46.9% in 1st grade -- compared to 28.6% in 5th grade, a clear downward gradient as students age. The current-year rate (37.4%) also represents a substantial increase over the historical rate (26.1%).
Root Cause: Families of the youngest students may not yet recognize the academic stakes of early attendance, may lack established routines around school attendance, or may face logistical barriers (illness, transportation, childcare) more acutely than families of older, more independent students. Because these are the foundational literacy years, this pattern places the campus's youngest and most vulnerable l

Problem Statement 2 (Prioritized): SPED students are failing to meet projected academic growth at significantly higher rates than their non-SPED peers -- 60.8% vs. 19.5% in Math, and 50.6% vs. 12.1% in Reading -- with percentile gaps of 23 points in Math and roughly 25 points in Reading.
Root Cause: Instructional interventions and progress-monitoring structures for SPED students are not sufficiently intensive, individualized, or frequently adjusted to close growth gaps at the needed rate. This gap is likely compounded by the elevated chronic absenteeism rate among SPED students (32.3%), where missed instructional time directly limits the opportunity to close it.

Problem Statement 3: Black students are significantly overrepresented in discipline referrals, accounting for 37.9% of offender referrals despite representing only 15.9% of campus enrollment -- more than double their proportional share. This disproportionality is most concentrated in bus referrals and physical aggression incidents.
Root Cause: Behavioral expectations, supervision practices, and de-escalation supports are not consistently or equitably applied across all locations and student groups, particularly in less-structured or transition settings like the bus and playground where adult-to-student ratios and behavioral monitoring are lower. This inconsistency allows disparities in referral patterns to persist and compound over time

Problem Statement 4 (Prioritized): Discipline referrals concentrate heavily in the upper grades -- 5th grade carries a 47.7% referral rate and 3rd grade 29.9%, compared to single digits in K-2 -- with physical aggression driving 52% of all campus referrals.
Root Cause: The campus has not consistently implemented a schoolwide behavior and belonging system that builds relationships, reinforces common expectations, and scales with older students' needs. PBIS has not yet been adapted to the more complex social dynamics and physical aggression patterns emerging in the upper grades, leading to inconsistent behavior expectations across grade levels.

Student Learning

Student Learning Summary

This summary presents 2025-26 student achievement data for Ray Elementary from four sources: state accountability results, 2026 STAAR performance by grade, three years of mClass reading benchmark data, and NWEA growth data for Special Education students. Facts only — no interpretation.

State Accountability Overview Overall 2025-26 rating: 71 (C).

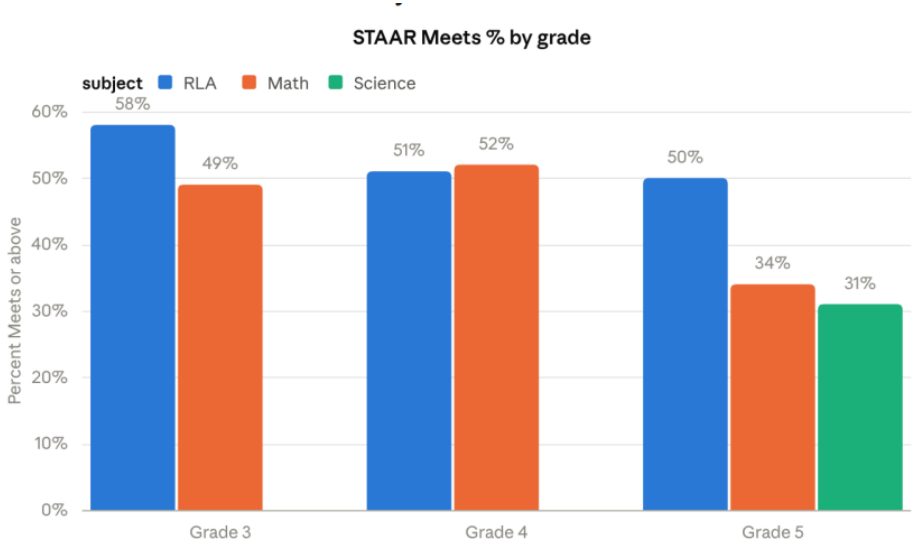
Domain	Score	Rating
Student Achievement (70% of overall)	73	C
School Progress	69	D
— Academic Growth	58	D
Closing the Gaps	27	D

Academic Growth Status: 0 of 32 points earned. English Learner Progress: 4 of 4 points earned. Closing the Gaps declined from 76% to 67% year-over-year.

Groups partway to the state's 3-year identification threshold (same indicators missed in consecutive years):

Student Group	Indicators Missed
African American	2 of 3 years
Special Education	2 of 3 years
Economically Disadvantaged	1 of 3 years
Emergent Bilingual	1 of 3 years

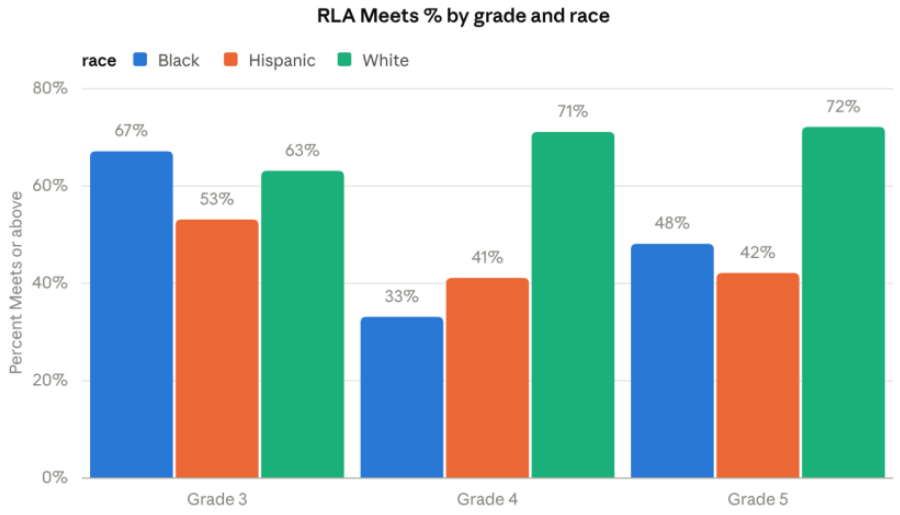
2026 STAAR Performance by Grade Level



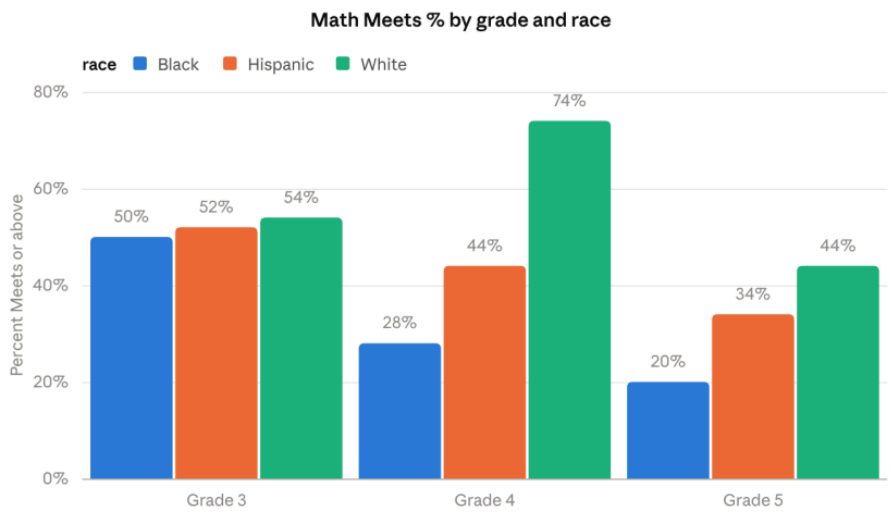
2026 STAAR Summary Reports, Ray Elementary · all students

Grade 5 Math (34% Meets) and Grade 5 Science (31% Meets) are the lowest-scoring grade/subject combinations campus-wide. All other grade/subject combinations fall between 49% and 58% Meets.

Subgroup Gaps by Grade

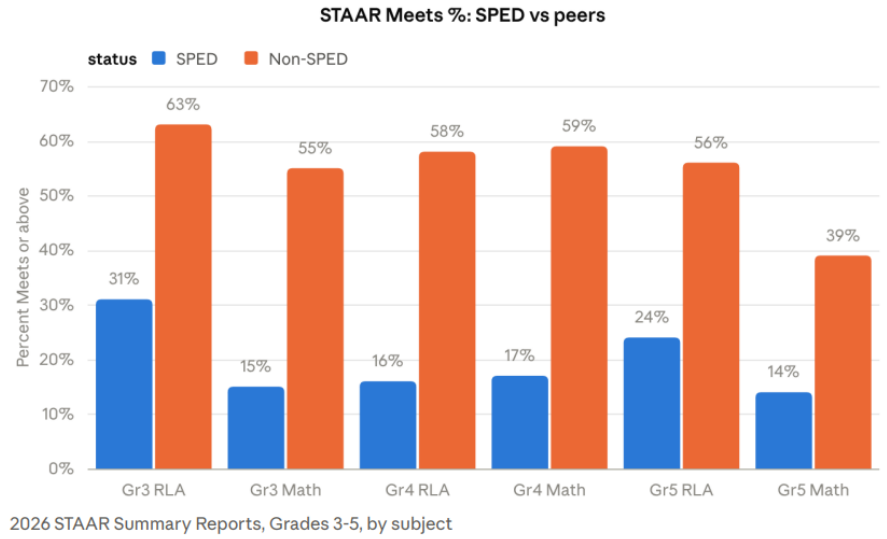


2026 STAAR Summary Reports, Grades 3-5 RLA



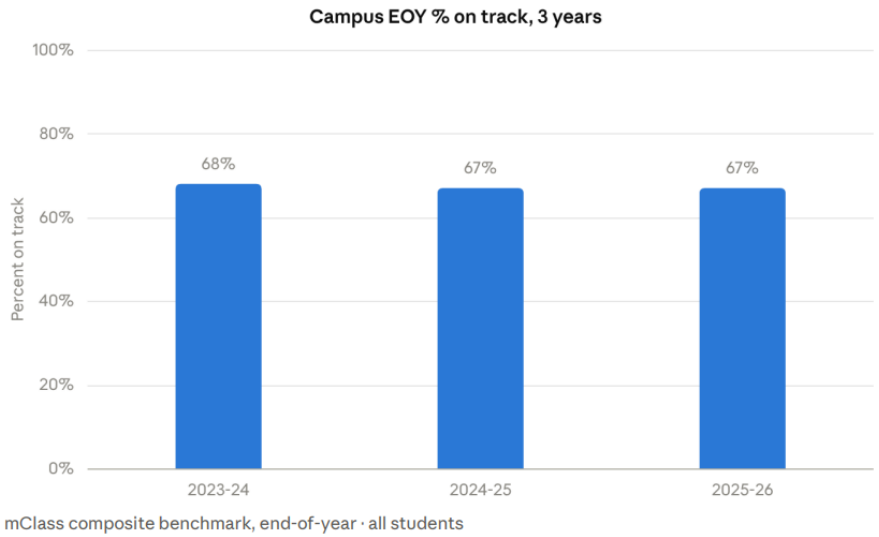
2026 STAAR Summary Reports, Grades 3-5 Math

SpecialEducation Performance



2026 STAAR Summary Reports, Grades 3-5, by subject

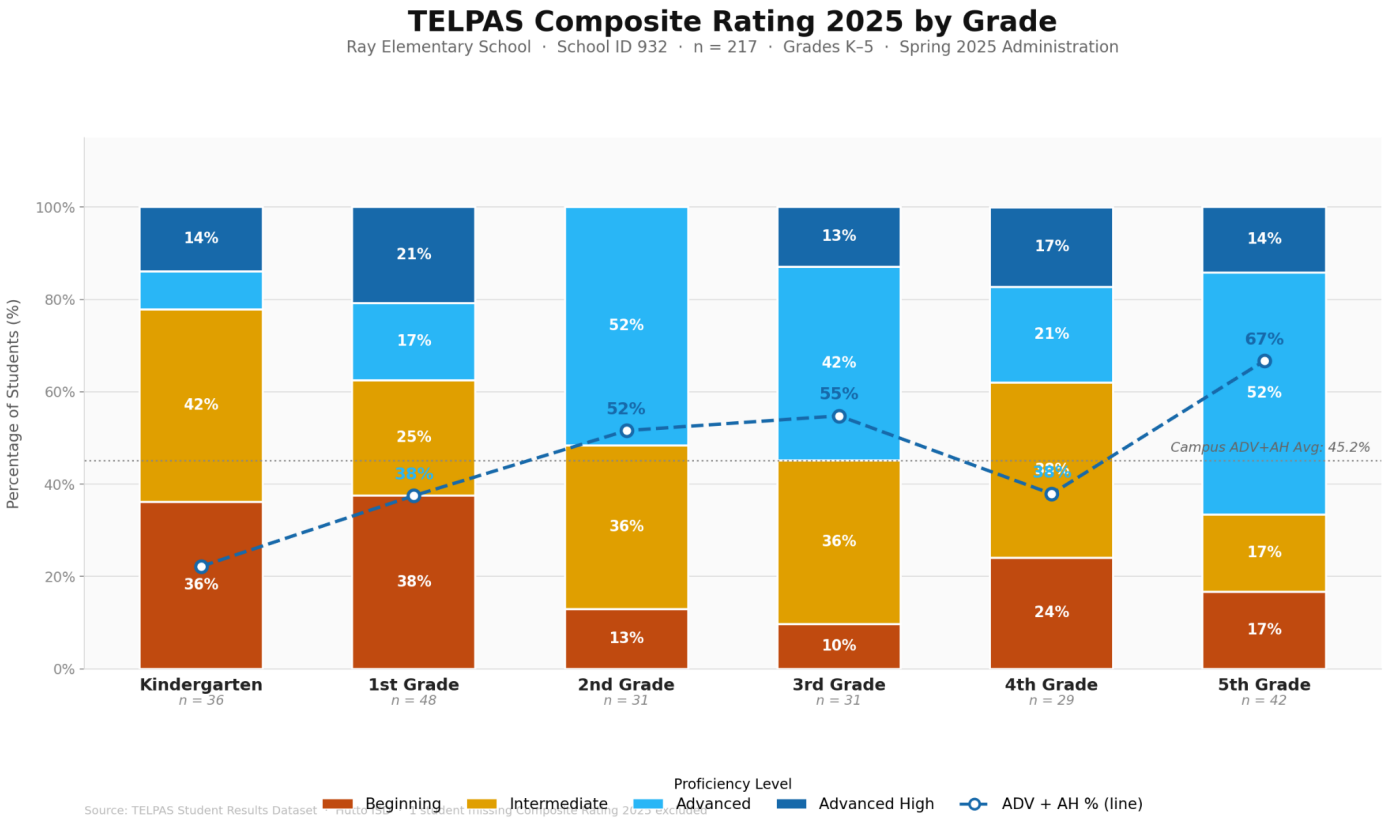
Reading GrowthTrends (mClass)



SPED Achievement(NWEA Spring 2025-26)

Measure	SPED	Non-SPED
Math: Did Not Meet Growth	60.8%	19.5%
Reading: Did Not Meet Growth	50.6%	12.1%
Math percentile gap	23 points	—
Reading percentile gap	~25 points	—

TELPAS 2025-2026



Student Learning Strengths

STAAR Performance

- Grade 3 Math and Grade 4 Math both increased in Meets or above compared to other grade/subject combinations on campus (49% and 52% respectively), with Grade 4 Math the highest Meets rate of any tested grade/subject.
- Grade 3 RLA Emergent Bilingual (Current) students reached 91% Meets or above and 36% Masters — the highest Meets rate of any subgroup in any grade/subject combination reported.
- Gifted/Talented participants met or exceeded 94–100% Meets or above in every grade and subject tested.
- English Learner Progress earned 4 of 4 possible points in the 2025-26 state accountability rating — the only full-points component on the report.
- Bilingual Program participants in Grade 3 RLA and Math reached 100% Approaches or above.

mClass Reading Growth

- 2nd grade improved its end-of-year on-track rate every year for three consecutive years (59% → 65% → 69%), the only grade with a fully consistent upward trend.
- The 2025-26 Well Below rate fell from 38% at the beginning of the year to 19% by the end of the year — the largest one-year reduction recorded in the three-year dataset.
- Hispanic/Latino students, the campus's largest ethnic group, improved their end-of-year on-track rate from 66% to 69% over the two years measured, moving above the campus average.
- Two or More Races students improved from 56% to 60% on-track over the same two-year period.
- Female students posted the strongest within-year growth of any group in the two most recent years (+17 and +16 points).
- 1st grade has held a stable end-of-year on-track rate for three consecutive years (71%, 70%, 69%), the most stable outcome of any grade level.

SPED Achievement

- Grade 3 Special Education students in RLA reached 31% Meets or above and 15% Masters, while Grade 3 Special Education students in Math reached 15% Meets — both above the "Former SPED" comparison group's all-subject rate of 19%.

Accountability

TELPAS Composite Rating 2026

- **5th grade has the highest combined Advanced + Advanced High rate on campus at 67%** — well above the campus average of 45.2% — making it the strongest-performing grade level for English language proficiency.
- **3rd grade is the second-strongest grade at 55% Advanced + Advanced High**, also above the campus average, with the lowest Beginning-band rate on campus at 10%.
- **2nd grade also exceeds the campus average at 52% Advanced + Advanced High**, driven almost entirely by the Advanced band alone (52%), with a low 13% Beginning-band rate.
- Three consecutive grade levels — 2nd, 3rd, and 5th — all perform above the 45.2% campus average, showing this isn't an isolated strength in a single grade.
- **1st grade holds the highest Advanced High rate of any grade level at 21%**, indicating the campus is producing top-proficiency EB students even in early elementary.
- The trend line shows a clear proficiency climb from Kindergarten (22% Advanced + Advanced High) through 3rd grade (55%), consistent with expected growth in English proficiency as EB students progress through school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math performance declines sharply as students move through the grades, from 49% Meets in Grade 3 to 34% Meets in Grade 5 -- the lowest Meets rate of any grade/subject combination on campus. The subgroup gap widens over the same span: Black students' Math Meets rate falls from 50% in Grade 3 to 20% in Grade 5, and Hispanic students' rate falls from 52% to 34%.
Root Cause: Instructional supports and intervention structures that are effective in Grade 3 Math are not being sustained or scaled as content complexity increases in upper grades. The Academic Growth Status score of 0 out of 32 points confirms this is a growth problem, not just a proficiency snapshot -- students are not making sufficient annual progress in Math regardless of subgroup, and the gap compounds ea

Problem Statement 2 (Prioritized): SPED students trail non-SPED peers by wide, consistent margins across every measure available: STAAR Meets rates run 14-31 percentage points behind non-SPED peers in every tested grade and subject, and NWEA data shows SPED students miss projected growth at roughly 3 times the rate of peers in Math (60.8% vs. 19.5%) and 4 times the rate in Reading (50.6% vs. 12.1%).
Root Cause: Current SPED instructional interventions and progress-monitoring cycles are not sufficiently intensive or individualized to close growth gaps at the rate needed, and this is corroborated by state accountability data showing SPED as one of four groups already partway toward the three-year identification threshold for Targeted Support -- indicating this is a multi-year, unresolved pattern rather than

Problem Statement 3 (Prioritized): Campus-wide mClass on-track rates have held flat at 67-68% for three years, but this masks a clear Kindergarten decline from 75% on track (2023-24) to 60% on track (2025-26) -- a 15-point drop and the sharpest downward trend of any grade level.
Root Cause: Kindergarten's early literacy instruction, screening, and intervention practices have shifted since the 2023-24 school year, coinciding with the grade's decline. Over the same period, 2nd grade improved (59% to 69%), suggesting an opportunity to look at what's working well in that grade and consider how those same practices might benefit Kindergarten, the campus's youngest and most foundational-li

School Processes & Programs

School Processes & Programs Summary

Instructional Programs

Ray Elementary utilizes the following Hutto ISD elementary instructional programs and resources:

- **Amplify** serves as the core resource for reading and language arts instruction.
- **UFLI** provides explicit, systematic foundational literacy and phonics support.
- **Amira** supports reading assessment, practice, and individualized literacy development.
- **SpringMath** supports mathematics assessment, intervention, progress monitoring, and targeted skill development.
- **STEMscopes** provides TEKS-aligned science instruction.
- **Studies Weekly** supports elementary social studies instruction.
- **Dual Language Program** provides bilingual instruction and resources to develop academic content knowledge and language proficiency in both Spanish and English.
- **NWEA MAP** measures student achievement and growth.
- **mCLASS** assesses and monitors early literacy development in the primary grades.
- **Leader in Me** supports social-emotional learning, student leadership, positive school culture, and the development of habits that help students succeed academically and socially.

Master Schedule & Instructional Blocks

Instructional blocks have been extended to support balanced literacy and math instruction. The Master Schedule is developed by the leadership team, including team leads, the counselor, instructional support coach, GT teacher, and administration.

Professional Learning Communities (PLCs)

Grade levels convene biweekly in 50-minute PLC meetings. The stated structure for these meetings centers on upcoming TEKS, data analysis, and instructional planning. Current PLC meetings function as team meetings focused on action items rather than a review of student data across grade levels.

According to campus staff input and PLC observational data, formative assessments and interventions are not consistently implemented across grade levels.

Staff Decision-Making

Staff are involved in school decision-making processes.

Staffing

Of 46 teachers on staff, 16 have 2–3 years of experience, and 8 have 4–6 or more years of experience.

School Processes & Programs Strengths

- Eleven consecutive years of DALE implementation.
- Full suite of Hutto ISD-aligned instructional programs across every core subject: Amplify (reading/ELA), UFLI (phonics), Amira (reading assessment), SpringMath (math),

STEMscopes (science), and Studies Weekly (social studies).
- Dual Language Program supports bilingual academic content and language proficiency in Spanish and English.
- NWEA MAP and mCLASS both in active use, providing ongoing measures of achievement, growth, and early literacy.
- Leader in Me supports social-emotional learning and school culture alongside academics.
- Instructional blocks extended specifically to protect balanced literacy and math instruction time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers inconsistently use formative assessments, NWEA MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention, despite biweekly PLC time set aside for this purpose.
Root Cause: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, and progress monitoring across all grade levels.

Problem Statement 2 (Prioritized): Grade-level PLCs meet biweekly for 50 minutes as intended, but current practice functions as team meetings focused on action items and logistics rather than the structured review of student data, TEKS planning, and instructional strategy the PLC structure is designed to support.
Root Cause: The campus lacks a systematic PLC protocol and facilitation structure that ensures the existing protected collaboration time is consistently used for data analysis and instructional planning rather than defaulting to operational or logistical discussion.

Problem Statement 3 (Prioritized): Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes, particularly given that 16 of 46 teachers are early-career (2-3 years of experience).
Root Cause: Systems for instructional coaching, implementation monitoring, and follow-up accountability are not consistently aligned to support continuous improvement of instructional practice, and the campus's relatively young teaching corps means fewer teachers have the years of embedded practice to sustain consistency without stronger coaching structures in place.

Problem Statement 4: Teachers inconsistently implement the campus's adopted instructional programs and resources (Amplify, UFLI, Amira, SpringMath, STEMscopes, Studies Weekly) and PLC-generated instructional commitments across classrooms, resulting in variability in instructional quality and student achievement despite full program implementation at the campus level.
Root Cause: The campus lacks a systematic implementation and accountability process to ensure instructional expectations and program fidelity are consistently transferred from PLCs and professional learning into daily classroom practice.

Perceptions

Perceptions Summary

Ray Elementary provides parental involvement through a wide range of activities and organizations. Extracurricular and family-facing events include Meet the Teacher Night, Title I Parent Meetings, awards assemblies, the Veteran's Day program, Latino Literacy parent nights, holiday celebrations, Career Day, Watch Dogs, Literacy Night, Math Night, STEAM Day, and Texas Day. However, there has been a noticeable decrease in parent participation in these engagement opportunities overall, particularly in Watch Dogs and after-school academic events.

Parents are involved in campus life through organizations including the PTA, Watch Dogs, and DALE. PTA is currently working to increase membership.

The campus also participates in community partnerships that support families, including the Kids Heart Challenge, food drives, clothing donations, and the weekend Lunchbox program. Ray Elementary has an active partnership with New Hope Christian Church, which has benefited both staff and students.

Parent Panorama Survey Results (2025-2026)

Ray Elementary's Fall-to-Spring 2025-2026 Parent Survey results by topic:

Topic	Spring Score	Change Since Fall
Overall Experience	87%	↓ 10
Communication	81%	↓ 14
Trust and Relationship	71%	↓ 10
Engagement	69%	↓ 8
Well-Being	57%	↓ 5

Ray Elementary's 2025–2026 Parent Panorama Survey results show declines across all five measured areas from fall to spring. Overall Experience received the highest spring score at 87%, followed by Communication (81%), Trust and Relationships (71%), Engagement (69%), and Well-Being (57%). Communication experienced the largest decline at 14 points, followed by Overall Experience and Trust and Relationships (10 points each), Engagement (8 points), and Well-Being (5 points).

Staff Panorama Survey Results (2025-2026)

Ray Elementary's Fall-to-Spring 2025-2026 Faculty Survey results by topic:

Topic	Spring Score	Change Since Fall
Safety	91%	↓ 2
Feedback and Coaching	67%	↑ 10
School Leadership	64%	↓ 5
Grit	64%	↓ 2
Well-Being	57%	↓ 5
Professional Learning	43%	↓ 9

Safety: 91% of staff reported feeling confident in campus emergency procedures (38% extremely confident, 53% quite confident, 9% somewhat confident), down 2 points from the fall survey.

Feedback and Coaching: 67% of staff found the feedback they receive about job performance useful (17% extremely useful, 50% quite useful, 15% somewhat useful, 15% slightly useful, 2% not at all useful), up 10 points from the fall survey — the only topic area to show improvement.

School Leadership: 64% of staff rated leadership's consistency in setting and modeling a positive, supportive campus culture favorably (11% extremely consistent, 53% quite consistent, 23% somewhat consistent, 11% slightly consistent, 2% not at all consistent), down 5 points from the fall survey.

Grit: 64% of staff reported confidence in their ability to help the school's most challenging students learn (23% very confident, 40% quite confident, 30% somewhat confident, 6% slightly confident), down 2 points from the fall survey.

Well-Being: 57% of staff reported overall satisfaction with their work experience and sense of fulfillment (9% extremely satisfied, 53% quite satisfied, 28% somewhat satisfied, 6% slightly satisfied, 4% not at all satisfied), unchanged from the fall survey on that specific question. A related question on whether leadership fosters a connected and supported work environment scored 51% favorable, down 11 points from the fall survey (11% extremely effective, 40% quite effective, 32% somewhat effective, 11% slightly effective, 6% not at all effective). Among staff who responded less favorably to that leadership question, 39% attributed their dissatisfaction to both their specific workplace and the profession in general, 33% to their specific workplace alone, and 28% to the profession in general.

Professional Learning: 43% of staff reported being engaged in professional learning opportunities beyond district-offered professional development (5% extremely engaged, 39% quite engaged, 30% somewhat engaged, 16% slightly engaged, 11% not at all engaged), down 9 points from the fall survey — the lowest topic score and the second-largest decline campus-wide.

Perceptions Strengths

Parental & Community Involvement

- Ray Elementary offers a broad, varied slate of parent and family engagement opportunities spanning academic, cultural, and celebratory events (Meet the Teacher Night, Title I Parent Meetings, Latino Literacy parent nights, Literacy Night, Math Night, STEAM Day, Career Day, and more), reflecting multiple entry points for different families to get involved.
- Parents have structured, ongoing avenues for campus involvement through established organizations: PTA, Watch Dogs, and DALE.
- The campus maintains multiple community partnerships that directly support student and family needs, including the Kids Heart Challenge, food drives, clothing donations, and the weekend Lunchbox program.
- The partnership with New Hope Christian Church is an active, functioning community relationship that has benefited both staff and students.

Staff Panorama Survey

- **Safety scored 91% favorable** — the highest topic score on the entire survey — with 91% of staff reporting confidence in campus emergency procedures.
- **Feedback and Coaching improved 10 points since the fall survey (57% to 67%)** — the only topic area to show improvement, and the largest point swing of any topic in either direction.
- **Grit held relatively steady at 64%,** with only a 2-point decline, the smallest change of any topic that declined — suggesting staff confidence in supporting challenging students has remained comparatively stable.
- **Well-Being's core satisfaction question held flat at 57%** with zero change since fall, even as related well-being measures declined, indicating staff's fundamental sense of job satisfaction and fulfillment did not erode over the survey period.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff experience inconsistent opportunities to provide feedback and engage in dialogue with campus leadership, limiting the campus's ability to proactively identify and address concerns related to culture, collaboration, and support -- reflected in an 11-point decline in staff perceptions of leadership fostering a connected, supported work environment (62% to 51%) and a 5-point decline in overall S
Root Cause: The campus lacks a systematic staff feedback and follow-up process that ensures concerns are consistently identified, addressed, and used to strengthen communication, collaboration, and support.

Problem Statement 2: Staff engagement in professional learning beyond district-offered professional development declined 9 points since the fall survey (52% to 43%) -- the lowest topic score on the entire Panorama survey and the second-largest decline campus-wide.
Root Cause: The campus lacks a systematic process for connecting staff to professional learning opportunities that are relevant, accessible, and aligned to individual staff needs, resulting in professional learning being deprioritized relative to other demands on staff time.

Problem Statement 3 (Prioritized): Families experience limited opportunities for meaningful engagement in campus events and school partnership activities, evidenced by a noticeable decrease in parent participation across engagement opportunities overall -- particularly Watch Dogs and after-school academic events -- reducing home-school connections that support student success.
Root Cause: Communication and family engagement systems have not consistently kept pace with the campus's changing family demographics and staff availability for evening events.

Priority Problem Statements

Problem Statement 1: SPED students are failing to meet projected academic growth at significantly higher rates than their non-SPED peers -- 60.8% vs. 19.5% in Math, and 50.6% vs. 12.1% in Reading -- with percentile gaps of 23 points in Math and roughly 25 points in Reading.

Root Cause 1: Instructional interventions and progress-monitoring structures for SPED students are not sufficiently intensive, individualized, or frequently adjusted to close growth gaps at the needed rate. This gap is likely compounded by the elevated chronic absenteeism rate among SPED students (32.3%), where missed instructional time directly limits the opportunity to close it.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Chronic absenteeism is highest among the campus's youngest students -- approximately 40% in Pre-K, 43.6% in Kindergarten, and 46.9% in 1st grade -- compared to 28.6% in 5th grade, a clear downward gradient as students age. The current-year rate (37.4%) also represents a substantial increase over the historical rate (26.1%).

Root Cause 2: Families of the youngest students may not yet recognize the academic stakes of early attendance, may lack established routines around school attendance, or may face logistical barriers (illness, transportation, childcare) more acutely than families of older, more independent students. Because these are the foundational literacy years, this pattern places the campus's youngest and most vulnerable l

Problem Statement 2 Areas: Demographics

Problem Statement 3: SPED students trail non-SPED peers by wide, consistent margins across every measure available: STAAR Meets rates run 14-31 percentage points behind non-SPED peers in every tested grade and subject, and NWEA data shows SPED students miss projected growth at roughly 3 times the rate of peers in Math (60.8% vs. 19.5%) and 4 times the rate in Reading (50.6% vs. 12.1%).

Root Cause 3: Current SPED instructional interventions and progress-monitoring cycles are not sufficiently intensive or individualized to close growth gaps at the rate needed, and this is corroborated by state accountability data showing SPED as one of four groups already partway toward the three-year identification threshold for Targeted Support -- indicating this is a multi-year, unresolved pattern rather than

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Math performance declines sharply as students move through the grades, from 49% Meets in Grade 3 to 34% Meets in Grade 5 -- the lowest Meets rate of any grade/subject combination on campus. The subgroup gap widens over the same span: Black students' Math Meets rate falls from 50% in Grade 3 to 20% in Grade 5, and Hispanic students' rate falls from 52% to 34%.

Root Cause 4: Instructional supports and intervention structures that are effective in Grade 3 Math are not being sustained or scaled as content complexity increases in upper grades. The Academic Growth Status score of 0 out of 32 points confirms this is a growth problem, not just a proficiency snapshot -- students are not making sufficient annual progress in Math regardless of subgroup, and the gap compounds ea

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Campus-wide mClass on-track rates have held flat at 67-68% for three years, but this masks a clear Kindergarten decline from 75% on track (2023-24) to 60% on track (2025-26) -- a 15-point drop and the sharpest downward trend of any grade level.

Root Cause 5: Kindergarten's early literacy instruction, screening, and intervention practices have shifted since the 2023-24 school year, coinciding with the grade's decline. Over the same period, 2nd grade improved (59% to 69%), suggesting an opportunity to look at what's working well in that grade and consider how those same practices might benefit Kindergarten, the campus's youngest and most foundational-li

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Teachers inconsistently use formative assessments, NWEA MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention, despite biweekly PLC time set aside for this purpose.

Root Cause 6: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, and progress monitoring across all grade levels.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes, particularly given that 16 of 46 teachers are early-career (2-3 years of experience).

Root Cause 7: Systems for instructional coaching, implementation monitoring, and follow-up accountability are not consistently aligned to support continuous improvement of instructional practice, and the campus's relatively young teaching corps means fewer teachers have the years of embedded practice to sustain consistency without stronger coaching structures in place.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Grade-level PLCs meet biweekly for 50 minutes as intended, but current practice functions as team meetings focused on action items and logistics rather than the structured review of student data, TEKS planning, and instructional strategy the PLC structure is designed to support.

Root Cause 8: The campus lacks a systematic PLC protocol and facilitation structure that ensures the existing protected collaboration time is consistently used for data analysis and instructional planning rather than defaulting to operational or logistical discussion.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Staff experience inconsistent opportunities to provide feedback and engage in dialogue with campus leadership, limiting the campus's ability to proactively identify and address concerns related to culture, collaboration, and support -- reflected in an 11-point decline in staff perceptions of leadership fostering a connected, supported work environment (62% to 51%) and a 5-point decline in overall S

Root Cause 9: The campus lacks a systematic staff feedback and follow-up process that ensures concerns are consistently identified, addressed, and used to strengthen communication, collaboration, and support.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Families experience limited opportunities for meaningful engagement in campus events and school partnership activities, evidenced by a noticeable decrease in parent participation across engagement opportunities overall -- particularly Watch Dogs and after-school academic events -- reducing home-school connections that support student success.

Root Cause 10: Communication and family engagement systems have not consistently kept pace with the campus's changing family demographics and staff availability for evening events.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Discipline referrals concentrate heavily in the upper grades -- 5th grade carries a 47.7% referral rate and 3rd grade 29.9%, compared to single digits in K-2 -- with physical aggression driving 52% of all campus referrals.

Root Cause 11: The campus has not consistently implemented a schoolwide behavior and belonging system that builds relationships, reinforces common expectations, and scales with older students' needs. PBIS has not yet been adapted to the more complex social dynamics and physical aggression patterns emerging in the upper grades, leading to inconsistent behavior expectations across grade levels.

Problem Statement 11 Areas: Demographics

Goals

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

Performance Objective 1: Student achievement at Meets Grade Level standard or above on STAAR in all subjects (Domain 1) will increase from 45% to 52%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Grade-level teams will engage in a consistent 60-minute weekly PLC every Wednesday using a Data-Driven Instruction (DDI) cycle aligned to DuFour's Four Critical Questions. Teams will identify priority TEKS, establish clear learning targets and success criteria, and analyze common formative assessments, student work, and other evidence of learning to determine mastery and identify misconceptions. Based on the data, teachers will collaboratively plan targeted reteaching, interventions, and instructional adjustments for students who have not yet mastered the content, while providing extension and enrichment for students who have demonstrated mastery. Teams will reassess and continuously monitor student progress to evaluate the effectiveness of instructional responses and ensure increased student achievement and growth. **Strategy's Expected Result/Impact:** Strengthened PLC/DDI practices will support timely identification of learning gaps, more intentional reteaching and enrichment, and responsive instructional adjustments, leading to increased student mastery of priority TEKS and improved academic growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Support Coach, Grade-Level Leaders **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, 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: Teachers will consistently deliver rigorous, differentiated, and scaffolded Tier 1 instruction aligned to grade-level TEKS and success criteria through the campus Power 6 instructional framework. Instruction will include clear learning objectives, structured academic discourse, meaningful opportunities for students to engage in cognitive work, and ongoing monitoring of student understanding. Teachers will utilize exemplars to communicate expectations for quality and rigor, maintain purposeful pacing, and provide meaningful lesson closure. Consistent implementation of the Power 6 will strengthen student engagement, instructional responsiveness, and opportunities for students to demonstrate the depth of thinking required for Meets and Masters performance. **Strategy's Expected Result/Impact:** Increased consistency in Power 6 implementation will strengthen student engagement, academic discourse, checks for understanding, and the quality of rigorous student work. Effective Tier 1 instruction will lead to greater mastery of grade-level TEKS and an increased percentage of students achieving Meets and Masters performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement a consistent, campus-wide instructional walkthrough and feedback cycle aligned to T-TESS and the Power 6 instructional framework. Teachers, grade-level leaders and the instructional support coach will participate in the walkthrough process to distribute instructional leadership, foster shared ownership, and provide timely, actionable feedback that strengthens student engagement, instructional rigor, and alignment to grade-level TEKS. **Strategy's Expected Result/Impact:** Strengthened collective ownership of instructional improvement and increased consistency in T-TESS-aligned practices and Power 6 implementation, as measured through Core Spot walkthrough data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Support Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Strengthen mathematics achievement in Grades 3-5 through a targeted PLC/DDI and intervention cycle focused on priority TEKS, conceptual understanding, problem solving, and mathematical discourse. Following each unit assessment, teachers will disaggregate results by TEKS and student group, with specific monitoring of African American, Hispanic, Special Education, and Economically Disadvantaged students. Students who have not demonstrated mastery will receive targeted small-group reteaching and intervention using SpringMath and other TEKS-aligned instructional resources, followed by reassessment to determine mastery and next instructional steps. **Strategy's Expected Result/Impact:** Consistent analysis of unit assessment data, targeted reteaching, and progress monitoring will increase mastery of priority math TEKS and accelerate growth across Grades 3-5. Particular emphasis will be placed on closing achievement gaps for African American and Hispanic students and increasing Grade 5 mathematics performance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Support Coach, Grade-Level Teams **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Ray Elementary will provide targeted accelerated instruction for students in Grades 3-5 who did not achieve Approaches Grade Level or above on STAAR, as well as other students identified through assessment data as needing additional academic support. Students will receive TEKS-aligned small-group instruction and tutoring focused on identified reading and mathematics skill gaps. Progress will be monitored through common formative assessments, unit assessments, and ongoing progress-monitoring data to adjust instructional supports and accelerate student achievement. **Strategy's Expected Result/Impact:** Increase student mastery of priority TEKS and the percentage of students achieving Approaches Grade Level or above on STAAR Reading and Mathematics. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Support Coach, Grade-Level Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 2 - Student Learning 1, 2 **Funding Sources:** STAAR Tutoring - Title I, Part A - (6100) Payroll Costs - $2,500				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: SPED students are failing to meet projected academic growth at significantly higher rates than their non-SPED peers -- 60.8% vs. 19.5% in Math, and 50.6% vs. 12.1% in Reading -- with percentile gaps of 23 points in Math and roughly 25 points in Reading. **Root Cause**: Instructional interventions and progress-monitoring structures for SPED students are not sufficiently intensive, individualized, or frequently adjusted to close growth gaps at the needed rate. This gap is likely compounded by the elevated chronic absenteeism rate among SPED students (32.3%), where missed instructional time directly limits the opportunity to close it.
Student Learning
Problem Statement 1: Math performance declines sharply as students move through the grades, from 49% Meets in Grade 3 to 34% Meets in Grade 5 -- the lowest Meets rate of any grade/subject combination on campus. The subgroup gap widens over the same span: Black students' Math Meets rate falls from 50% in Grade 3 to 20% in Grade 5, and Hispanic students' rate falls from 52% to 34%. **Root Cause**: Instructional supports and intervention structures that are effective in Grade 3 Math are not being sustained or scaled as content complexity increases in upper grades. The Academic Growth Status score of 0 out of 32 points confirms this is a growth problem, not just a proficiency snapshot -- students are not making sufficient annual progress in Math regardless of subgroup, and the gap compounds ea
Problem Statement 2: SPED students trail non-SPED peers by wide, consistent margins across every measure available: STAAR Meets rates run 14-31 percentage points behind non-SPED peers in every tested grade and subject, and NWEA data shows SPED students miss projected growth at roughly 3 times the rate of peers in Math (60.8% vs. 19.5%) and 4 times the rate in Reading (50.6% vs. 12.1%). **Root Cause**: Current SPED instructional interventions and progress-monitoring cycles are not sufficiently intensive or individualized to close growth gaps at the rate needed, and this is corroborated by state accountability data showing SPED as one of four groups already partway toward the three-year identification threshold for Targeted Support -- indicating this is a multi-year, unresolved pattern rather than
School Processes & Programs
Problem Statement 1: Teachers inconsistently use formative assessments, NWEA MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention, despite biweekly PLC time set aside for this purpose. **Root Cause**: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, and progress monitoring across all grade levels.
Problem Statement 2: Grade-level PLCs meet biweekly for 50 minutes as intended, but current practice functions as team meetings focused on action items and logistics rather than the structured review of student data, TEKS planning, and instructional strategy the PLC structure is designed to support. **Root Cause**: The campus lacks a systematic PLC protocol and facilitation structure that ensures the existing protected collaboration time is consistently used for data analysis and instructional planning rather than defaulting to operational or logistical discussion.
Problem Statement 3: Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes, particularly given that 16 of 46 teachers are early-career (2-3 years of experience). **Root Cause**: Systems for instructional coaching, implementation monitoring, and follow-up accountability are not consistently aligned to support continuous improvement of instructional practice, and the campus's relatively young teaching corps means fewer teachers have the years of embedded practice to sustain consistency without stronger coaching structures in place.

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

Performance Objective 2: Students in grade 3 will increase from 50% to 57% of students achieving at 'meets' or higher on math STAAR assessments and from 59% to 65% on the reading STAAR assessments.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ray Elementary will strengthen Grade 3 reading and mathematics achievement through consistent implementation of the Power 6 instructional framework and weekly PLC/DDI cycles. Teachers will analyze priority TEKS, common formative assessments, and student work to identify learning gaps, plan rigorous Tier 1 instruction, and provide targeted small-group reteaching and enrichment. Ongoing progress monitoring and reassessment will guide instructional adjustments to increase the percentage of students achieving Meets or higher on STAAR. **Strategy's Expected Result/Impact:** Consistent implementation of Power 6 and weekly PLC/DDI cycles will improve mastery of priority TEKS through rigorous instruction, targeted reteaching, and enrichment. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 2 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: SPED students are failing to meet projected academic growth at significantly higher rates than their non-SPED peers -- 60.8% vs. 19.5% in Math, and 50.6% vs. 12.1% in Reading -- with percentile gaps of 23 points in Math and roughly 25 points in Reading. **Root Cause**: Instructional interventions and progress-monitoring structures for SPED students are not sufficiently intensive, individualized, or frequently adjusted to close growth gaps at the needed rate. This gap is likely compounded by the elevated chronic absenteeism rate among SPED students (32.3%), where missed instructional time directly limits the opportunity to close it.

School Processes & Programs

Problem Statement 1: Teachers inconsistently use formative assessments, NWEA MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention, despite biweekly PLC time set aside for this purpose. **Root Cause**: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, and progress monitoring across all grade levels.

Problem Statement 2: Grade-level PLCs meet biweekly for 50 minutes as intended, but current practice functions as team meetings focused on action items and logistics rather than the structured review of student data, TEKS planning, and instructional strategy the PLC structure is designed to support. **Root Cause**: The campus lacks a systematic PLC protocol and facilitation structure that ensures the existing protected collaboration time is consistently used for data analysis and instructional planning rather than defaulting to operational or logistical discussion.

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

Performance Objective 3: 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 - 5 NWEA MAP (English Reading Goal = 57% to 64%, Spanish Reading Goal = 50% to 57%, Math goal = 53% to 60%)
Grades K - 2 mCLASS (Biliteracy = 57% to 64%, Lectura = 55% to 62%)
PK Circle (Baseline year for new assessment)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will utilize universal screener, diagnostic, and ongoing progress-monitoring data to identify gaps in priority TEKS and foundational reading and math skills, with focused attention on students identified as at risk of academic failure under State Compensatory Education (SCE), including students receiving Special Education services, African American, Hispanic, Economically Disadvantaged, and Emergent Bilingual students. Targeted Tier 2 and Tier 3 interventions will be delivered through research-based curriculum and evidence-based practices, including Camino al Exito and Proximo Paso al Exito for Spanish literacy intervention. Intervention groups will remain skill-specific and flexible, with instructional adjustments informed by student response and progress-monitoring data to accelerate academic growth and close achievement gaps. **Strategy's Expected Result/Impact:** Following each unit assessment, grade-level teams will disaggregate and report student performance by student group, including African American, Hispanic, Special Education, Economically Disadvantaged, and Emergent Bilingual students. PLC/DDI teams will identify the percentage of students demonstrating mastery, determine gaps by priority TEKS, document planned instructional responses, and review reassessment results to determine whether interventions are closing identified achievement gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Support Coach **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Instructional Resources, Materials, and Intervention Activities - Title I, Part A - (6300) Supplies and Materials - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement targeted, skill-specific small-group intervention cycles informed by screener, CFA, benchmark, and classroom performance data. Teachers will group students according to identified gaps in priority TEKS and foundational skills, deliver focused instruction using research-based strategies and aligned resources, and use ongoing progress monitoring to determine the need for continued intervention, regrouping, reteaching, or increased intensity of support. **Strategy's Expected Result/Impact:** Students will demonstrate measurable growth in priority TEKS and foundational skills, as evidenced by formative assessments, progress-monitoring data, and benchmarks, resulting in increased mastery and progress toward grade-level proficiency. **Staff Responsible for Monitoring:** Assistant Principals, Instructional Support Coach **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1 **Funding Sources:** Phonics, Math Manipulatives, Intervention Kits - Title I, Part A - (6300) Supplies and Materials - $4,195				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: SPED students are failing to meet projected academic growth at significantly higher rates than their non-SPED peers -- 60.8% vs. 19.5% in Math, and 50.6% vs. 12.1% in Reading -- with percentile gaps of 23 points in Math and roughly 25 points in Reading. **Root Cause**: Instructional interventions and progress-monitoring structures for SPED students are not sufficiently intensive, individualized, or frequently adjusted to close growth gaps at the needed rate. This gap is likely compounded by the elevated chronic absenteeism rate among SPED students (32.3%), where missed instructional time directly limits the opportunity to close it.
Student Learning
Problem Statement 1: Math performance declines sharply as students move through the grades, from 49% Meets in Grade 3 to 34% Meets in Grade 5 -- the lowest Meets rate of any grade/subject combination on campus. The subgroup gap widens over the same span: Black students' Math Meets rate falls from 50% in Grade 3 to 20% in Grade 5, and Hispanic students' rate falls from 52% to 34%. **Root Cause**: Instructional supports and intervention structures that are effective in Grade 3 Math are not being sustained or scaled as content complexity increases in upper grades. The Academic Growth Status score of 0 out of 32 points confirms this is a growth problem, not just a proficiency snapshot -- students are not making sufficient annual progress in Math regardless of subgroup, and the gap compounds ea

Student Learning

Problem Statement 2: SPED students trail non-SPED peers by wide, consistent margins across every measure available: STAAR Meets rates run 14-31 percentage points behind non-SPED peers in every tested grade and subject, and NWEA data shows SPED students miss projected growth at roughly 3 times the rate of peers in Math (60.8% vs. 19.5%) and 4 times the rate in Reading (50.6% vs. 12.1%). **Root Cause**: Current SPED instructional interventions and progress-monitoring cycles are not sufficiently intensive or individualized to close growth gaps at the rate needed, and this is corroborated by state accountability data showing SPED as one of four groups already partway toward the three-year identification threshold for Targeted Support -- indicating this is a multi-year, unresolved pattern rather than

Problem Statement 3: Campus-wide mClass on-track rates have held flat at 67-68% for three years, but this masks a clear Kindergarten decline from 75% on track (2023-24) to 60% on track (2025-26) -- a 15-point drop and the sharpest downward trend of any grade level. **Root Cause**: Kindergarten's early literacy instruction, screening, and intervention practices have shifted since the 2023-24 school year, coinciding with the grade's decline. Over the same period, 2nd grade improved (59% to 69%), suggesting an opportunity to look at what's working well in that grade and consider how those same practices might benefit Kindergarten, the campus's youngest and most foundational-li

School Processes & Programs

Problem Statement 1: Teachers inconsistently use formative assessments, NWEA MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention, despite biweekly PLC time set aside for this purpose. **Root Cause**: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, and progress monitoring across all grade levels.

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

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

Evaluation Data Sources: TSI, AP exams, Dual Credit Completion, Associate's Degree attainment, Industry-based certification numbers, CTE program of study completion, Military enlistment, Work force readiness IEP completion.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Host career days, guest speakers, and college or workplace visits to expose students to a range of career paths and post-secondary options, helping students connect classroom learning to real-world relevance and future opportunity. Schedule a campuswide Career Day at least once per year, inviting speakers from a range of industries and professions. Recruit guest speakers (parents, community members, local business partners) to visit classrooms or grade-level assemblies throughout the year, connecting specific professions to relevant content areas (e.g., a nurse for a science unit, an engineer for a math unit). Coordinate at least one college or workplace visit or virtual tour per grade band (K-2, 3-5) annually. Leverage existing community partnerships (e.g., New Hope Christian Church, local businesses) as a starting pool of guest speakers and visit sites. **Strategy's Expected Result/Impact:** Students will demonstrate increased awareness of career and college pathways and greater ability to articulate connections between what they learn in the classroom and real-world application, as reflected in post-event student reflections and teacher observation. Over time, this exposure is intended to support stronger student engagement and a greater sense of purpose behind academic effort, contributing to the campus's broader goals around student engagement and belonging. **Staff Responsible for Monitoring:** Counselor, Assistant Principals **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 1 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Offer STEM, robotics, fine arts, leadership, and enrichment opportunities to broaden students' exposure to a range of skills and interest areas, building foundational competencies and confidence that support future college and career pathways. This includes establishing or expanding STEM and robotics clubs or classroom-embedded units that build on the campus's existing STEMscopes science curriculum, and providing fine arts enrichment through classroom instruction, clubs, or showcase events. Student leadership opportunities will be expanded through the campus's Leader in Me program, including student-led leadership roles, classroom leadership jobs, and school-wide leadership events that build responsibility, initiative, and the 7 Habits framework, complemented by additional avenues such as student council, safety patrol, and peer mentoring. Additional enrichment opportunities, such as STEAM Day, clubs, and competitions, will give students the chance to explore interests beyond the core curriculum, with offerings aligned where possible to the career paths introduced through the Career and College Readiness Exposure strategy to reinforce the connection between student interests and future pathways. **Strategy's Expected Result/Impact:** Students will have expanded opportunities to explore interests and build skills in STEM, arts, and leadership -- including through Leader in Me -- increasing engagement with school and building foundational competencies connected to future college and career pathways. Combined with the Career and College Readiness Exposure strategy, this is intended to strengthen students' sense of purpose, leadership capacity, and relevance in their learning. **Staff Responsible for Monitoring:** Counselor, Assistant Principals, Lighthouse Coordinator **Problem Statements:** Demographics 1, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Chronic absenteeism is highest among the campus's youngest students -- approximately 40% in Pre-K, 43.6% in Kindergarten, and 46.9% in 1st grade -- compared to 28.6% in 5th grade, a clear downward gradient as students age. The current-year rate (37.4%) also represents a substantial increase over the historical rate (26.1%). **Root Cause**: Families of the youngest students may not yet recognize the academic stakes of early attendance, may lack established routines around school attendance, or may face logistical barriers (illness, transportation, childcare) more acutely than families of older, more independent students. Because these are the foundational literacy years, this pattern places the campus's youngest and most vulnerable l
Problem Statement 4: Discipline referrals concentrate heavily in the upper grades -- 5th grade carries a 47.7% referral rate and 3rd grade 29.9%, compared to single digits in K-2 -- with physical aggression driving 52% of all campus referrals. **Root Cause**: The campus has not consistently implemented a schoolwide behavior and belonging system that builds relationships, reinforces common expectations, and scales with older students' needs. PBIS has not yet been adapted to the more complex social dynamics and physical aggression patterns emerging in the upper grades, leading to inconsistent behavior expectations across grade levels.

Perceptions

Problem Statement 3: Families experience limited opportunities for meaningful engagement in campus events and school partnership activities, evidenced by a noticeable decrease in parent participation across engagement opportunities overall -- particularly Watch Dogs and after-school academic events -- reducing home-school connections that support student success. **Root Cause**: Communication and family engagement systems have not consistently kept pace with the campus's changing family demographics and staff availability for evening events.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen Leader in Me implementation to build student leadership and a schoolwide culture of belonging, using its relationship-building structures -- classroom leadership roles, leadership notebooks, and goal-setting conferences -- as natural touchpoints for staff to identify students who may benefit from wrap-around services and for students to feel comfortable seeking that support, increasing overall utilization of wrap-around services. **Strategy's Expected Result/Impact:** As Leader in Me strengthens student leadership roles and relationship-building routines campus-wide, students are expected to develop a stronger sense of belonging and connection to their school community. This sense of belonging is expected to support increased self-discipline and more consistent behavior campus-wide, while also making students more comfortable identifying their own needs and connecting with available wrap-around services. Increased utilization of these services is expected to correspond with measurable improvements in academics, attendance, behavior, and well-being. **Staff Responsible for Monitoring:** Counselor, Assistant Principals, Lighthouse Coordinator **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 4 - Perceptions 3 **Funding Sources:** LIM Custom Coaching - Title I, Part A - (6200) Contracted Services - $3,995.90, LIM Student Companions - Title I, Part A - (6300) Supplies and Materials - $4,700, LIM Membership Fee - Title I, Part A - (6300) Supplies and Materials - $8,349				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Ray Elementary will identify students at risk of academic failure, including those meeting State Compensatory Education (SCE) eligibility criteria, through analysis of attendance, academic performance, universal screeners, and applicable state at-risk indicators. Identified students will receive targeted academic and attendance interventions, including skill-specific Tier 2 and Tier 3 instructional supports. Grade-level teams will monitor student progress through weekly PLC/ DDI cycles, common formative assessments, and ongoing progress monitoring to evaluate effectiveness and adjust interventions based on student needs. **Strategy's Expected Result/Impact:** Early identification and targeted interventions will increase academic growth, improve student performance, and reduce achievement gaps for students identified as at risk of academic failure. **Staff Responsible for Monitoring:** Assistant Principals, Counselor, Instructional Support Coach **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Ray Elementary will implement the district's Coordinated School Health program to promote student health, wellness, and lifelong healthy habits. The campus will ensure elementary students receive at least 135 minutes of physical activity weekly through scheduled physical education classes and structured physical activity opportunities. FitnessGram assessments will be administered to students in Grades 3-5 in accordance with state requirements. **Strategy's Expected Result/Impact:** Students will receive at least 135 minutes of physical activity weekly, promoting physical fitness and wellness while ensuring compliance with state requirements. **Staff Responsible for Monitoring:** Physical Education Teacher **Title I:** 2.51 **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Chronic absenteeism is highest among the campus's youngest students -- approximately 40% in Pre-K, 43.6% in Kindergarten, and 46.9% in 1st grade -- compared to 28.6% in 5th grade, a clear downward gradient as students age. The current-year rate (37.4%) also represents a substantial increase over the historical rate (26.1%). **Root Cause**: Families of the youngest students may not yet recognize the academic stakes of early attendance, may lack established routines around school attendance, or may face logistical barriers (illness, transportation, childcare) more acutely than families of older, more independent students. Because these are the foundational literacy years, this pattern places the campus's youngest and most vulnerable l

Problem Statement 4: Discipline referrals concentrate heavily in the upper grades -- 5th grade carries a 47.7% referral rate and 3rd grade 29.9%, compared to single digits in K-2 -- with physical aggression driving 52% of all campus referrals. **Root Cause**: The campus has not consistently implemented a schoolwide behavior and belonging system that builds relationships, reinforces common expectations, and scales with older students' needs. PBIS has not yet been adapted to the more complex social dynamics and physical aggression patterns emerging in the upper grades, leading to inconsistent behavior expectations across grade levels.

Student Learning

Problem Statement 1: Math performance declines sharply as students move through the grades, from 49% Meets in Grade 3 to 34% Meets in Grade 5 -- the lowest Meets rate of any grade/subject combination on campus. The subgroup gap widens over the same span: Black students' Math Meets rate falls from 50% in Grade 3 to 20% in Grade 5, and Hispanic students' rate falls from 52% to 34%. **Root Cause**: Instructional supports and intervention structures that are effective in Grade 3 Math are not being sustained or scaled as content complexity increases in upper grades. The Academic Growth Status score of 0 out of 32 points confirms this is a growth problem, not just a proficiency snapshot -- students are not making sufficient annual progress in Math regardless of subgroup, and the gap compounds ea

Perceptions

Problem Statement 3: Families experience limited opportunities for meaningful engagement in campus events and school partnership activities, evidenced by a noticeable decrease in parent participation across engagement opportunities overall -- particularly Watch Dogs and after-school academic events -- reducing home-school connections that support student success. **Root Cause**: Communication and family engagement systems have not consistently kept pace with the campus's changing family demographics and staff availability for evening events.

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

Performance Objective 1: Retain teachers achieving 80% student growth or higher.

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: Establish a Guiding Coalition that actively involves Grade-Level Leaders in campus decision-making, instructional planning, and collaborative problem-solving. Strengthen teacher-leader capacity through PLC training, leadership development, data-driven decision-making, and implementation coaching, empowering leaders to facilitate effective teams, support colleagues, and drive campus-wide instructional priorities. **Strategy's Expected Result/Impact:** Increased teacher-leader capacity and shared ownership of campus improvement, resulting in stronger PLC facilitation, more effective collaboration, greater teacher voice in decision-making, improved staff support, and more consistent implementation of campus priorities across grade levels. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Support Coach, Grade Level Leaders **Title I:** 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 3 - Perceptions 1 **Funding Sources:** Extra Duty Professional - Title I, Part A - (6100) Payroll Costs - $4,800				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Ray Elementary will establish quarterly staff connection check-ins and feedback cycles to strengthen staff voice, recognize successes, and identify emerging needs. Campus leadership will review feedback and implement responsive actions to address concerns, improve communication and collaboration, and foster a positive, supportive work environment. **Strategy's Expected Result/Impact:** Strengthened staff voice, trust, and connection will foster a more positive campus culture, increase staff satisfaction, and support improved staff retention. **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Ray Elementary will intentionally recognize and celebrate staff accomplishments, instructional growth, student progress, and contributions to campus priorities through consistent recognition systems, positive referrals, milestone celebrations, and campus culture initiatives. Celebrations will honor individual and team successes, reinforce practices aligned to campus goals, and create meaningful opportunities for staff to feel valued, appreciated, and connected to the campus community. **Strategy's Expected Result/Impact:** Strengthened staff morale, belonging, and connection will contribute to a positive campus culture, increased staff engagement, and greater collective ownership of student success. **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Ray Elementary will collaborate with Hutto ISD Human Resources to actively recruit and hire highly qualified, certified teachers by prioritizing candidates for campus high-need areas. Campus administrators will participate in recruitment efforts, screen applicants, and conduct structured interviews focused on instructional effectiveness, student-centered practices, and alignment with campus goals. **Strategy's Expected Result/Impact:** Increase the recruitment and hiring of qualified, certified teachers in high-need areas to support instructional quality, staff stability, and student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Problem Statements:** Perceptions 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Ray Elementary will provide ongoing, job-embedded professional development for teachers and paraprofessionals aligned to campus instructional priorities and student needs. Professional learning will include PLCs, instructional coaching, campus training, and targeted learning opportunities focused on effective instructional practices, differentiated support, student engagement, and classroom management. Paraprofessionals will participate in role-specific training to strengthen instructional support and student learning. **Strategy's Expected Result/Impact:** Strengthen teacher and paraprofessional instructional practices, increase consistency in student support, and improve student engagement and achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Support Coach **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes, particularly given that 16 of 46 teachers are early-career (2-3 years of experience). **Root Cause**: Systems for instructional coaching, implementation monitoring, and follow-up accountability are not consistently aligned to support continuous improvement of instructional practice, and the campus's relatively young teaching corps means fewer teachers have the years of embedded practice to sustain consistency without stronger coaching structures in place.

Perceptions

Problem Statement 1: Staff experience inconsistent opportunities to provide feedback and engage in dialogue with campus leadership, limiting the campus's ability to proactively identify and address concerns related to culture, collaboration, and support -- reflected in an 11-point decline in staff perceptions of leadership fostering a connected, supported work environment (62% to 51%) and a 5-point decline in overall S **Root Cause**: The campus lacks a systematic staff feedback and follow-up process that ensures concerns are consistently identified, addressed, and used to strengthen communication, collaboration, and support.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: Increase the number of parent respondents above the 2024-25 baseline of 928 responses, for the 2026-2027 school year.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Host family learning nights and parent workshops in combination with existing cultural celebrations and PTA events -- pairing academic events like Literacy Night and Math Night with cultural and PTA events such as Latino Literacy parent nights and holiday celebrations -- while embedding brief, practical parent workshops (supporting reading at home, understanding STAAR/mCLASS data, navigating wrap-around services) into these combined events, coordinated jointly by PTA, administration, and instructional staff to increase overall family attendance and strengthen academic/family connection. **Strategy's Expected Result/Impact:** Combining family learning nights and parent workshops with existing cultural and PTA events is expected to increase overall family attendance by giving families a single, convenient opportunity to engage rather than choosing between multiple separate events. This is expected to strengthen the connection between academic content and family engagement, helping reverse the campus's declining trend in family participation while building families' understanding of how to support learning and access wrap-around services at home. **Staff Responsible for Monitoring:** Principal, Leader In Me Lighthouse Team **Title I:** 2.51 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Student Learning 3 - Perceptions 3 **Funding Sources:** Latino Literacy - Title I, Part A - (6300) Supplies and Materials - $550, Parent Engagement Activities - Title I, Part A - (6400) Operating Cost - $1,500, Para Extra Duty - Title I, Part A - (6100) Payroll Costs - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Expand volunteer and campus participation opportunities by offering a range of flexible, low-time-commitment roles through a centralized sign-up system, directly recruiting families not currently connected to PTA or Watch Dogs -- particularly through classroom teachers and campus opportunities coordinated through the front office -- and promoting these opportunities at combined family events, with public recognition of volunteers to build a broader, more visible culture of participation. **Strategy's Expected Result/Impact:** By offering flexible volunteer roles through classroom teachers and front-office coordination, and directly reaching families not currently connected to PTA or Watch Dogs, the campus is expected to broaden its base of engaged families beyond those already involved. This is expected to help reverse the campus's declining trend in family engagement participation and build a stronger, more representative culture of campus involvement. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Campus-wide mClass on-track rates have held flat at 67-68% for three years, but this masks a clear Kindergarten decline from 75% on track (2023-24) to 60% on track (2025-26) -- a 15-point drop and the sharpest downward trend of any grade level. **Root Cause**: Kindergarten's early literacy instruction, screening, and intervention practices have shifted since the 2023-24 school year, coinciding with the grade's decline. Over the same period, 2nd grade improved (59% to 69%), suggesting an opportunity to look at what's working well in that grade and consider how those same practices might benefit Kindergarten, the campus's youngest and most foundational-li
Perceptions
Problem Statement 3: Families experience limited opportunities for meaningful engagement in campus events and school partnership activities, evidenced by a noticeable decrease in parent participation across engagement opportunities overall -- particularly Watch Dogs and after-school academic events -- reducing home-school connections that support student success. **Root Cause**: Communication and family engagement systems have not consistently kept pace with the campus's changing family demographics and staff availability for evening events.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: Establish a baseline and increase the percentage of students scoring satisfactory 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: Create leadership roles and meaningful opportunities for student voice through the campus's Leader in Me framework -- expanding student-led classroom jobs, leadership notebooks, and goal-setting conferences across all grade levels, strengthening a school-wide student leadership team (e.g., Lighthouse Team) that provides direct input into campus culture and decisions, and creating regular opportunities for student leaders to share feedback with administration -- with public recognition of student leadership contributions to reinforce that student voice is valued and acted upon. **Strategy's Expected Result/Impact:** By expanding student leadership roles and creating consistent structures for student voice through Leader in Me, students are expected to develop a stronger sense of ownership and connection to their school community. This increased sense of agency and belonging is expected to contribute to a more positive campus culture, support the broader goals of building student belonging and engagement, and decrease discipline referrals as students take on greater personal responsibility through their leadership roles. **Staff Responsible for Monitoring:** Assistant Principals, Lighthouse Coordinator **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Discipline referrals concentrate heavily in the upper grades -- 5th grade carries a 47.7% referral rate and 3rd grade 29.9%, compared to single digits in K-2 -- with physical aggression driving 52% of all campus referrals. **Root Cause**: The campus has not consistently implemented a schoolwide behavior and belonging system that builds relationships, reinforces common expectations, and scales with older students' needs. PBIS has not yet been adapted to the more complex social dynamics and physical aggression patterns emerging in the upper grades, leading to inconsistent behavior expectations across grade levels.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 3: 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	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Recruit new business and community partners to expand wrap-around support resources for students and families -- identifying gaps in current offerings, reaching out to local businesses, faith communities, and civic organizations, formalizing partnerships with clear points of contact, and integrating new partners into existing campus structures such as career-day speakers and family event sponsors -- while continuing to grow relationships with current partners like New Hope Christian Church. **Strategy's Expected Result/Impact:** By recruiting new business and community partners to fill gaps in current wrap-around support offerings, the campus is expected to broaden the range of resources available to students and families in need. This expanded support network is expected to increase student and family access to needed services, complementing the campus's existing wrap-around service and belonging strategies. **Staff Responsible for Monitoring:** Administrative Assistant, Principal, Assistant Principals **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 6: Campus Finance and Operations **Problem Statements:** Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 3: Families experience limited opportunities for meaningful engagement in campus events and school partnership activities, evidenced by a noticeable decrease in parent participation across engagement opportunities overall -- particularly Watch Dogs and after-school academic events -- reducing home-school connections that support student success. **Root Cause**: Communication and family engagement systems have not consistently kept pace with the campus's changing family demographics and staff availability for evening events.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 1: 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: Prioritize resources for students not meeting performance targets -- directing funding, staffing, materials, and intervention resources toward the areas showing the greatest need on current data, including Grade 5 Math and Science, Special Education students, African American students, Economically Disadvantaged students, and Hispanic students -- by reviewing STAAR, mCLASS, and NWEA data to identify specific gaps, reallocating budget line items (e.g., intervention materials, tutoring support, coaching time) toward those identified needs, and tracking resource allocation against the district resource-allocation index throughout the 2026-2027 school year to ensure spending decisions are directly tied to measurable student outcomes. **Strategy's Expected Result/Impact:** By directing budget and resource decisions toward the specific student populations and content areas showing the greatest gaps -- particularly Grade 5 Math and Science, Special Education students, African American students, Economically Disadvantaged students, and Hispanic students -- the campus is expected to increase alignment between spending and student need. Over time, this targeted resource allocation is expected to improve the district resource-allocation index score and contribute to closing the achievement gaps identified across STAAR, mCLASS, and NWEA data. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: SPED students are failing to meet projected academic growth at significantly higher rates than their non-SPED peers -- 60.8% vs. 19.5% in Math, and 50.6% vs. 12.1% in Reading -- with percentile gaps of 23 points in Math and roughly 25 points in Reading. **Root Cause**: Instructional interventions and progress-monitoring structures for SPED students are not sufficiently intensive, individualized, or frequently adjusted to close growth gaps at the needed rate. This gap is likely compounded by the elevated chronic absenteeism rate among SPED students (32.3%), where missed instructional time directly limits the opportunity to close it.

Student Learning

Problem Statement 1: Math performance declines sharply as students move through the grades, from 49% Meets in Grade 3 to 34% Meets in Grade 5 -- the lowest Meets rate of any grade/subject combination on campus. The subgroup gap widens over the same span: Black students' Math Meets rate falls from 50% in Grade 3 to 20% in Grade 5, and Hispanic students' rate falls from 52% to 34%. **Root Cause**: Instructional supports and intervention structures that are effective in Grade 3 Math are not being sustained or scaled as content complexity increases in upper grades. The Academic Growth Status score of 0 out of 32 points confirms this is a growth problem, not just a proficiency snapshot -- students are not making sufficient annual progress in Math regardless of subgroup, and the gap compounds ea

Problem Statement 2: SPED students trail non-SPED peers by wide, consistent margins across every measure available: STAAR Meets rates run 14-31 percentage points behind non-SPED peers in every tested grade and subject, and NWEA data shows SPED students miss projected growth at roughly 3 times the rate of peers in Math (60.8% vs. 19.5%) and 4 times the rate in Reading (50.6% vs. 12.1%). **Root Cause**: Current SPED instructional interventions and progress-monitoring cycles are not sufficiently intensive or individualized to close growth gaps at the rate needed, and this is corroborated by state accountability data showing SPED as one of four groups already partway toward the three-year identification threshold for Targeted Support -- indicating this is a multi-year, unresolved pattern rather than

Problem Statement 3: Campus-wide mClass on-track rates have held flat at 67-68% for three years, but this masks a clear Kindergarten decline from 75% on track (2023-24) to 60% on track (2025-26) -- a 15-point drop and the sharpest downward trend of any grade level. **Root Cause**: Kindergarten's early literacy instruction, screening, and intervention practices have shifted since the 2023-24 school year, coinciding with the grade's decline. Over the same period, 2nd grade improved (59% to 69%), suggesting an opportunity to look at what's working well in that grade and consider how those same practices might benefit Kindergarten, the campus's youngest and most foundational-li

School Processes & Programs

Problem Statement 1: Teachers inconsistently use formative assessments, NWEA MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention, despite biweekly PLC time set aside for this purpose. **Root Cause**: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, and progress monitoring across all grade levels.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 2: 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	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: To maintain and strengthen the campus's already-high Safety score (91% on the Panorama staff survey) for all staff and students campuswide, Ray Elementary will practice emergency procedures through regular drills and staff refreshers -- scheduling recurring emergency drills (e.g., fire, lockdown, severe weather) throughout the school year, providing periodic staff refresher training on emergency protocols and posted evacuation/shelter routes, and incorporating drill debriefs to address any gaps or confusion identified during practice. **Strategy's Expected Result/Impact:** Regular drills and staff refreshers are expected to sustain staff confidence in emergency procedures, protecting the campus's strong 91% Safety score on the staff Panorama survey and helping close the small 2-point dip seen since fall. Consistent practice will also help keep both staff and students prepared and confident in emergency response across campus. **Staff Responsible for Monitoring:** Assistant Principals **ESF Levers:** Lever 6: Campus Finance and Operations **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Staff experience inconsistent opportunities to provide feedback and engage in dialogue with campus leadership, limiting the campus's ability to proactively identify and address concerns related to culture, collaboration, and support -- reflected in an 11-point decline in staff perceptions of leadership fostering a connected, supported work environment (62% to 51%) and a 5-point decline in overall S **Root Cause**: The campus lacks a systematic staff feedback and follow-up process that ensures concerns are consistently identified, addressed, and used to strengthen communication, collaboration, and support.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 3: Ray Elementary discretionary discipline referrals will decrease in all student populations, with a specific focus on reducing physical aggression referrals -- currently 52% of all offender referrals campuswide -- as the leading driver of discretionary discipline incidents.

Evaluation Data Sources: Disciplinary Referrals in Skyward

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Beginning in September, Ray Elementary will use a campus-wide PBIS system to recognize and reward positive behavior -- establishing consistent, schoolwide behavior expectations and a common reward/recognition structure (e.g., token or point system, positive referrals, celebrations) applied across all classrooms and common areas including the bus and playground -- training staff to implement the system with fidelity, and using discipline referral data to monitor whether physical aggression and other discretionary referrals decrease as positive behaviors are consistently reinforced. **Strategy's Expected Result/Impact:** By consistently recognizing and rewarding positive behavior campuswide beginning in September, students are expected to receive clearer, more reinforced behavior expectations across all settings, including higher-incident areas like the bus and playground. Over time, this proactive approach is expected to decrease discretionary discipline referrals across all student populations, with particular impact on reducing physical aggression referrals. **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 4 **Funding Sources:** - Title I, Part A - (6200) Contracted Services - $2,166.10				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Discipline referrals concentrate heavily in the upper grades -- 5th grade carries a 47.7% referral rate and 3rd grade 29.9%, compared to single digits in K-2 -- with physical aggression driving 52% of all campus referrals. **Root Cause**: The campus has not consistently implemented a schoolwide behavior and belonging system that builds relationships, reinforces common expectations, and scales with older students' needs. PBIS has not yet been adapted to the more complex social dynamics and physical aggression patterns emerging in the upper grades, leading to inconsistent behavior expectations across grade levels.

State Compensatory

Budget for Ray Elementary School

Total SCE Funds: $35,847.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

As the new campus principal, I was provided **limited information regarding the CNA process completed prior to my arrival**. Based on the information available, the campus met in May to begin the CNA process, with information entered into the district platform. The information was then reviewed during the following Team Lead meeting, where the team developed problem statements. The CNA process did not progress beyond that point at that time.

Moving forward, I will establish a more systematic and collaborative process by conducting **quarterly CNA reviews with our Campus Advisory Committee (CAC)**. The CAC will include grade-level leaders, administrators, parent representatives, and community members. The committee will review relevant student achievement, attendance, behavior, perception, and campus data to monitor identified needs, evaluate progress, and adjust campus priorities and improvement strategies as needed throughout the year.

1.2: Location for Evidence of Multiple Meetings Held

I was provided **limited information regarding the CNA process completed prior to my arrival on campus, and no supporting evidence or documentation was provided**. Based on the information shared, stakeholders participated in an initial CNA meeting in May, followed by discussion during the Team Lead meeting the following Wednesday.

Moving forward, **quarterly CAC meetings** will provide ongoing opportunities for stakeholder participation. All supporting evidence, including **dated agendas, sign-in sheets, meeting notes/minutes, data reviewed, and documented action steps, will be maintained in Plan4Learning and/or the campus Title I Crate.**

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Schoolwide Plan/Campus Improvement Plan is developed through an ongoing process of reviewing campus data, identifying needs, establishing problem statements and root causes, and developing aligned goals and strategies. The Campus Advisory Committee (CAC) will conduct quarterly reviews in November, February, April, and June to monitor progress, review current data, and make necessary adjustments. Meetings will be held after school in the campus PLC room on designated dates within each checkpoint window. Evidence of each meeting, including agendas, sign-in sheets, meeting notes/minutes, data reviewed, and action steps, will be maintained in Plan4Learning and/or the campus Title I Crate.

2.2: Stakeholders 1114(b)(2)

Staff, families, and community members will be included in the plan development and review process through the Campus Advisory Committee (CAC), which includes grade-level leaders, administrators, parent representatives, and community members. The CAC will meet quarterly in November, February, April, and June to review campus data, monitor progress toward goals, provide feedback, and recommend adjustments to the Campus Improvement Plan. Meetings will be held after school in the campus PLC room on designated dates within each checkpoint window. Stakeholder feedback will be solicited through committee discussion, review of relevant data, and campus perception/feedback data. Stakeholder lists identifying names and roles, sign-in sheets, agendas, meeting notes/minutes, and documented feedback will be maintained in Plan4Learning and/or the campus Title

I Crate.

Campus Planning Committee Page

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is made available to the district, parents, and community through publication on the Hutto ISD website. The plan is provided in an understandable format and is translated into Spanish to increase accessibility for families and community stakeholders.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation of the Schoolwide program evaluation will be maintained in Plan4Learning and the campus Title I Crate. Program effectiveness will be reviewed during the November, February, April, and June CAC checkpoints using relevant student achievement and growth, attendance, behavior, and perception data. Formative review notes will document progress and needed adjustments throughout the year, with the Summative Review documenting the annual evaluation of the Schoolwide program plan. Supporting evidence, including agendas, sign-in sheets, meeting notes/minutes, data reviewed, and action steps, will be maintained in the Title I Crate. Findings from the annual evaluation will also inform the CNA and Campus Improvement Plan development for the following school year.

Campus Funding Summary

Title I, Part A - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	STAAR Tutoring		$2,500.00
2	1	1	Extra Duty Professional		$4,800.00
3	1	1	Para Extra Duty		$500.00
				Sub-Total	$7,800.00
				Budgeted Fund Source Amount	$7,800.00
				+/- Difference	$0.00

Title I, Part A - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	LIM Custom Coaching		$3,995.90
4	3	1			$2,166.10
				Sub-Total	$6,162.00
				Budgeted Fund Source Amount	$6,162.00
				+/- Difference	$0.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Instructional Resources, Materials, and Intervention Activities		$4,000.00
1	3	2	Phonics, Math Manipulatives, Intervention Kits		$4,195.00
1	5	1	LIM Membership Fee		$8,349.00
1	5	1	LIM Student Companions		$4,700.00
3	1	1	Latino Literacy		$550.00
				Sub-Total	$21,794.00
				Budgeted Fund Source Amount	$21,794.00
				+/- Difference	$0.00

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Parent Engagement Activities		$1,500.00

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,500.00
				Budgeted Fund Source Amount	$1,500.00
				+/- Difference	$0.00

SCE - (6100) Payroll Costs: Salaries					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$35,847.00
				+/- Difference	$35,847.00
				Grand Total Budgeted	$73,103.00
				Grand Total Spent	$37,256.00
				+/- Difference	$35,847.00

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