Duncanville Independent School District

Bilhartz Elementary School

2026-2027 Priorities/Goals/Strategies

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Priorities

Priority 1: Student Academic Success

Goal 1: By June 2027, student achievement on the third-grade state assessment in Reading at the "Meets" performance level or above will increase from 30% to 45% on the STAAR test.

HB3 Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of teachers will facilitate consistent PLCs using the LIFT protocols for lesson and module/unit internalization, student work analysis, and data analysis to strengthen standards-aligned instruction and improve student achievement on STAAR. **Strategy's Expected Result/Impact:** HQIM curriculum will be deeply internalized to ensure students have access to quality instruction. **Staff Responsible for Monitoring:** Principal-LaTonia Dennis **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of core teachers will implement student data trackers and conduct regular data conferences with teachers and students to monitor progress, establish individual growth goals, and adjust instruction to support the campus STAAR goals. **Strategy's Expected Result/Impact:** There will be an increase in student achievement **Staff Responsible for Monitoring:** LaTonia Dennis, Apryl White, Tennille Jones Williams **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **- Targeted Support Strategy** **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 2: By June 2027, student achievement on the 1st grade iReady Reading testing for students performing at or above grade level will increase from 25% to 48% at the 50th percentile.

HB3 Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time. **Strategy's Expected Result/Impact:** 100% of students will utilize the iReady platform on a consistent basis. **Staff Responsible for Monitoring:** Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity. **Strategy's Expected Result/Impact:** Students received daily researched base literacy practices **Staff Responsible for Monitoring:** Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 3: By June 2027, student achievement on the 2nd grade iReady Reading testing for students performing at or above grade level will increase from 29% to 48%.

HB3 Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time. **Strategy's Expected Result/Impact:** 100% of students will utilize the iReady platform on a consistent basis. **Staff Responsible for Monitoring:** Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity. **Strategy's Expected Result/Impact:** Students received daily researched base literacy practices **Staff Responsible for Monitoring:** Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 4: By June 2027, student achievement on the third-grade state assessment in Math at the "Meets" performance level or above will increase from 31% to 45% on the STAAR test.

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of teachers will facilitate consistent PLCs using the LIFT protocols for lesson and module/unit internalization, student work analysis, and data analysis to strengthen standards-aligned instruction and improve student achievement on STAAR. **Strategy's Expected Result/Impact:** HQIM curriculum will be deeply internalized to ensure students have access to quality instruction. **Staff Responsible for Monitoring:** Assistant Principal - Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of core teachers will implement student data trackers and conduct regular data conferences with teachers and students to monitor progress, establish individual growth goals, and adjust instruction to support the campus STAAR goals. **Strategy's Expected Result/Impact:** There will be an increase in student achievement. **Staff Responsible for Monitoring:** Apryl White **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 5: By June 2027, student achievement on the 1st grade iReady Math testing for students performing at or above grade level will increase from 42% to 54%.

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time. **Strategy's Expected Result/Impact:** 100% of students will utilize the iReady platform on a consistent basis. **Staff Responsible for Monitoring:** LaTonia Dennis **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics. **Strategy's Expected Result/Impact:** 100% of students will implement small group rotations. **Staff Responsible for Monitoring:** LaTonia Dennis **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.
Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 6: By June 2027, student achievement on the 2nd grade iReady Math testing for students performing at or above grade level will increase from 21% to 48%.

HB3 Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time. **Strategy's Expected Result/Impact:** 100% of students will utilize the iReady platform on a consistent basis. **Staff Responsible for Monitoring:** LaTonia Dennis **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics. **Strategy's Expected Result/Impact:** 100% of students will implement small group rotations. **Staff Responsible for Monitoring:** LaTonia Dennis **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.
Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 7: By June 2027, student achievement on the state assessments in Reading will increase at approaches from 60% to 85%, meets from 30% to 45%, and masters from 13% to 35% on the STAAR test.

HB3 Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of core teachers will implement student data trackers and conduct regular data conferences with teachers and students to monitor progress, establish individual growth goals, and adjust instruction to support the campus STAAR goals. **Strategy's Expected Result/Impact:** Increase STAAR scores to meet domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will facilitate consistent PLCs using the LIFT protocols for lesson and module/unit internalization, student work analysis, and data analysis to strengthen standards-aligned instruction and improve student achievement on STAAR. **Strategy's Expected Result/Impact:** Increase STAAR scores to meet domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 8: By June 2027, student achievement on the state assessments in Math will increase at approaches from 58% to 85%, meets from 31% to 45%, and masters from 11% to 35% on the STAAR test.

HB3 Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of core teachers will implement student trackers aligned to TEKS in Math. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences. **Strategy's Expected Result/Impact:** Increase STAAR scores to meet domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Assistant Principal - Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses. **Strategy's Expected Result/Impact:** Increase STAAR scores to meet domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Assistant Principal - Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 8 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 9: By June 2027, student achievement on the state assessments in Science will increase at approaches from 46% to 85%, meets from 15% to 45%, and masters from 4% to 35% on the STAAR test.

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of core teachers will implement student trackers aligned to TEKS in Science. Teachers will update trackers weekly based on district formative assessments, exit tickets, and i-Ready data. Students will use trackers to set personal goals, monitor progress, and reflect during PLC and teacher-student conferences. **Strategy's Expected Result/Impact:** STAAR scores will meet the domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Instructional Coach - Tennille Williams **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will implement interactive notebooks across STAAR-tested content areas to explicitly model high-quality thinking, academic vocabulary, problem-solving strategies, and standards-aligned student responses. **Strategy's Expected Result/Impact:** STAAR scores will meet the domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Instructional Coach - Tennille Williams **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 9 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery. **Root Cause**: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Priority 2: Students, Families, and Community

Goal 1: By June 2027, stakeholder's beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness" will increase from 70% to 75%.

Evaluation Data Sources: climate survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Provide structured opportunities for students to gain exposure to multiple career pathways in order to increase awareness, build connections between learning and real-world applications, and support student engagement. **Strategy's Expected Result/Impact:** There will be an increase in our spring climate survey results. **Staff Responsible for Monitoring:** Counselor - Melanie Joshua **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Create and share a quarterly college and career readiness spotlight through newsletters, social media, and family events that highlights student learning experiences, campus initiatives, and success stories connected to future readiness. **Strategy's Expected Result/Impact:** There will be an increase in our spring climate survey results. **Staff Responsible for Monitoring:** Counselor - Melanie Joshua **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Priority 2: Students, Families, and Community

Goal 2: Expand academic, social, emotional and wellness supports by 10% annually for students and families to overcome barriers to academic success.

Evaluation Data Sources: Number of SEL Supports Provided to Students, Total Discipline Referrals and Academic Failures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a coordinated Multi-Tiered System of Support (MTSS) that uses academic, attendance, behavior, social-emotional, wellness, and family-engagement data to identify student and family needs. The campus will expand targeted interventions, counseling and wellness resources, community partnerships, and family-support opportunities by at least 10% annually to reduce barriers and improve student achievement. **Strategy's Expected Result/Impact:** Students will demonstrate improved academic performance, attendance, behavior, engagement, and social-emotional well-being. **Staff Responsible for Monitoring:** Counselor - Melanie Joshua **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Develop a campuswide family resource and engagement system that connects students and families with academic assistance, mental-health services, wellness resources, attendance support, and community-based programs. The campus will use family surveys, needs assessments, and referral data to identify barriers and expand available services and participation by at least 10% annually. **Strategy's Expected Result/Impact:** Families will have increased awareness of and access to school and community resources. The campus will see a 10% increase in family participation and completed referrals, along with improvements in student attendance, academic performance, behavior, engagement, and overall well-being. **Staff Responsible for Monitoring:** LaTonia Dennis, Apryl White **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Priority 2: Students, Families, and Community

Goal 2: By June 2027, ADA will increase from 93% to 96%.

Evaluation Data Sources: daily attendance summary

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement consistent attendance procedures that include daily monitoring of student attendance, weekly tracking by the attendance team, and recognition systems such as classroom incentives, campus-wide celebrations, and individual rewards to celebrate students with improved or exemplary attendance. **Strategy's Expected Result/Impact:** An increase in ADA averages for each grade level. **Staff Responsible for Monitoring:** LaTonia Dennis, Apryl White **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Strengthen campus-family partnerships to improve attendance by implementing proactive communication with parents/guardians regarding absences, providing resources to address barriers to attendance, and launching targeted attendance campaigns that set clear expectations and celebrate improved attendance rates **Strategy's Expected Result/Impact:** We will reach our campus attendance goal **Staff Responsible for Monitoring:** LaTonia Dennis, Apryl White **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics

Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Perceptions

Problem Statement 1: Parent involvement and volunteer participation are not consistent across all grade levels and student groups. **Root Cause**: Limited opportunities for flexible engagement and inconsistent communication methods create barriers for some families, preventing full participation in school events and decision-making.

Priority 3: Personnel and Professional Development

Goal 1: By June 2027, the number of teachers meeting "accomplished (this is exchangeable) " or higher on T-TESS will increase from 7 to 10 by June 2027.

Evaluation Data Sources: T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement coaching cycles with focused feedback, use walkthroughs and formal observations to monitor progress and adjust support. **Strategy's Expected Result/Impact:** Teachers show growth and development in their instructional capacity **Staff Responsible for Monitoring:** Principal - LaTonia Dennis, Assistant Principal - Apryl White **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Create and implement a campus professional development plan with targeted outcomes based on campus data. **Strategy's Expected Result/Impact:** 100% of staff members will participate in at least 2 campus professional development at least once per 9 weeks **Staff Responsible for Monitoring:** LaTonia Dennis, Apryl White **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

School Processes & Programs

Problem Statement 1: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery. **Root Cause**: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Priority 3: Personnel and Professional Development

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 85% to 88% by 2028.

Evaluation Data Sources: SBEC certification status for each teacher

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Provide mentoring and coaching for teachers working toward certification or in alternative certification programs and assign a campus mentor to check progress every 9 weeks. **Strategy's Expected Result/Impact:** Most of the non-certified teachers at Bilhartz will take their certification tests . **Staff Responsible for Monitoring:** LaTonia Dennis, Apryl White **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery. **Root Cause**: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Priority 3: Personnel and Professional Development

Goal 3: The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

Evaluation Data Sources: SBEC certification status for each teacher

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Develop a campus retention plan that uses staff surveys, stay interviews, recognition programs, leadership opportunities, and wellness initiatives to improve working conditions and staff morale. Campus leaders will review feedback regularly and take measurable action to address concerns affecting teacher retention. **Strategy's Expected Result/Impact:** Certified teachers will feel valued and stay at Bilhartz **Staff Responsible for Monitoring:** Principal - LaTonia Dennis, Assistant Principal - Apryl White **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery. **Root Cause**: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The campus will support the district goal regarding the amount of funds spent on "instructional expenditures (Function 11)" to increase from 52.74% to 60% by 2028.

Evaluation Data Sources: campus budget and spending

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month **Strategy's Expected Result/Impact:** There will be an increase in the amount of funds spent in Function Code 11. **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The campus will support the district goal of improving the School FIRST rating from an A-90 to A-94 by 2028.

Evaluation Data Sources: campus budget and spending profile

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year. **Strategy's Expected Result/Impact:** The staff will build awareness of fiscal compliance. **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The campus will support the district goal in reducing the payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Evaluation Data Sources: campus budget and spending profile

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review. **Strategy's Expected Result/Impact:** Prioritize campus staffing based on student needs and instructional priorities **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.