Duncanville Independent School District

Daniel Elementary School

2026-2027 Priorities/Goals/Strategies



Mission Statement

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

Vision

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 43% to 50% on the STAAR test.

HB3 Priority

Evaluation Data Sources: I Ready Data, Exit Tickets, District Common Assessments and 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will use the SustainED 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment. **Strategy's Expected Result/Impact:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Student Learning

Problem Statement 2: RLA reached 67% Approaches, 40% Meets, and 10% Masters, while Math reached 53% Approaches, 32% Meets, and 11% Masters. This represents substantial improvement from 2025. RLA Meets increased from 20% to 40%, and Math Meets increased from 15% to 32% but both remain below the 2026 Closing the Gaps all-student targets of 46% in RLA and 49% in Math. **Root Cause**: Teachers need deeper content knowledge and strategies for teaching math conceptually. Small-group, data-driven interventions are not consistently implemented. Limited student opportunities to engage in problem-solving and application of mathematical concepts.

Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

School Processes & Programs

Problem Statement 1: African American, Hispanic, English Learners (EL), and economically disadvantaged students--are not consistently meeting grade-level expectations in reading and math. **Root Cause**: Tier 1 instruction is protected, but differentiation during core lessons and WIN time may not fully meet the needs of all students, particularly those below grade level or with language acquisition needs.

Priority 1: Student Academic Success

Goal 2: By June 2027, student achievement on the 1st grade iReady Reading testing will increase from 9% to 32% at the 50th percentile.

Evaluation Data Sources: I Ready Data, Exit Tickets, District Common Assessments and 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.52 - **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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will use the SustainED 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:** 40% of students will meet grade level standards **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 - **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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity. **Strategy's Expected Result/Impact:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning

Problem Statement 2: RLA reached 67% Approaches, 40% Meets, and 10% Masters, while Math reached 53% Approaches, 32% Meets, and 11% Masters. This represents substantial improvement from 2025. RLA Meets increased from 20% to 40%, and Math Meets increased from 15% to 32% but both remain below the 2026 Closing the Gaps all-student targets of 46% in RLA and 49% in Math. **Root Cause**: Teachers need deeper content knowledge and strategies for teaching math conceptually. Small-group, data-driven interventions are not consistently implemented. Limited student opportunities to engage in problem-solving and application of mathematical concepts.

Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

School Processes & Programs

Problem Statement 1: African American, Hispanic, English Learners (EL), and economically disadvantaged students--are not consistently meeting grade-level expectations in reading and math. **Root Cause**: Tier 1 instruction is protected, but differentiation during core lessons and WIN time may not fully meet the needs of all students, particularly those below grade level or with language acquisition needs.

Priority 1: Student Academic Success

Goal 3: By June 2027, student achievement on the 2nd grade iReady Reading testing will increase from 13% to 32% at the 50th percentile

Evaluation Data Sources: I Ready Data, Exit Tickets, District Common Assessments and 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will use the SustainED Reading 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity. **Strategy's Expected Result/Impact:** 40% of students will meet grade level standard **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- 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** **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics

Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Student Learning

Problem Statement 2: RLA reached 67% Approaches, 40% Meets, and 10% Masters, while Math reached 53% Approaches, 32% Meets, and 11% Masters. This represents substantial improvement from 2025. RLA Meets increased from 20% to 40%, and Math Meets increased from 15% to 32% but both remain below the 2026 Closing the Gaps all-student targets of 46% in RLA and 49% in Math. **Root Cause**: Teachers need deeper content knowledge and strategies for teaching math conceptually. Small-group, data-driven interventions are not consistently implemented. Limited student opportunities to engage in problem-solving and application of mathematical concepts.

Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

School Processes & Programs

Problem Statement 1: African American, Hispanic, English Learners (EL), and economically disadvantaged students--are not consistently meeting grade-level expectations in reading and math. **Root Cause**: Tier 1 instruction is protected, but differentiation during core lessons and WIN time may not fully meet the needs of all students, particularly those below grade level or with language acquisition needs.

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 28% to 45% on the STAAR test.

HB3 Priority

Evaluation Data Sources: I Ready Data, Exit Tickets, District Common Assessments and 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment. **Strategy's Expected Result/Impact:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52 **- 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Demographics
Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific
Student Learning
Problem Statement 2: RLA reached 67% Approaches, 40% Meets, and 10% Masters, while Math reached 53% Approaches, 32% Meets, and 11% Masters. This represents substantial improvement from 2025. RLA Meets increased from 20% to 40%, and Math Meets increased from 15% to 32% but both remain below the 2026 Closing the Gaps all-student targets of 46% in RLA and 49% in Math. **Root Cause**: Teachers need deeper content knowledge and strategies for teaching math conceptually. Small-group, data-driven interventions are not consistently implemented. Limited student opportunities to engage in problem-solving and application of mathematical concepts.
Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

School Processes & Programs

Problem Statement 1: African American, Hispanic, English Learners (EL), and economically disadvantaged students--are not consistently meeting grade-level expectations in reading and math. **Root Cause**: Tier 1 instruction is protected, but differentiation during core lessons and WIN time may not fully meet the needs of all students, particularly those below grade level or with language acquisition needs.

Priority 1: Student Academic Success

Goal 5: By June 2027, student achievement on the 1st grade iReady Math testing will increase from 2% to 32% at the 50th percentile.

Evaluation Data Sources: I Ready Data, Exit Tickets, District Common Assessments and 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Demographics

Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Student Learning

Problem Statement 1: Science represents the campus's most significant content-area achievement need. Only 32% of science tests reached Approaches, 5% reached Meets, and 2% reached Masters. Of 44 science tests, only 14 reached Approaches, two reached Meets, and one reached Masters. **Root Cause**: Insufficient frequency and depth of hands-on investigations Inconsistent connection among concrete experiences, scientific models, academic vocabulary, STAAR-level application; Limited opportunities for students to analyze stimuli and explain scientific reasoning Insufficient use of formative assessment to identify misconceptions

Problem Statement 2: RLA reached 67% Approaches, 40% Meets, and 10% Masters, while Math reached 53% Approaches, 32% Meets, and 11% Masters. This represents substantial improvement from 2025. RLA Meets increased from 20% to 40%, and Math Meets increased from 15% to 32% but both remain below the 2026 Closing the Gaps all-student targets of 46% in RLA and 49% in Math. **Root Cause**: Teachers need deeper content knowledge and strategies for teaching math conceptually. Small-group, data-driven interventions are not consistently implemented. Limited student opportunities to engage in problem-solving and application of mathematical concepts.

Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

School Processes & Programs

Problem Statement 1: African American, Hispanic, English Learners (EL), and economically disadvantaged students--are not consistently meeting grade-level expectations in reading and math. **Root Cause**: Tier 1 instruction is protected, but differentiation during core lessons and WIN time may not fully meet the needs of all students, particularly those below grade level or with language acquisition needs.

Priority 1: Student Academic Success

Goal 6: By June 2027, student achievement on the 2nd grade iReady Math testing will increase from 11% to 32% at the 50th percentile.

Evaluation Data Sources: I Ready Data, Exit Tickets, District Common Assessments and 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 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:** 40% of students will meet grade level expectation. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 6 Problem Statements:

Demographics

Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Student Learning

Problem Statement 2: RLA reached 67% Approaches, 40% Meets, and 10% Masters, while Math reached 53% Approaches, 32% Meets, and 11% Masters. This represents substantial improvement from 2025. RLA Meets increased from 20% to 40%, and Math Meets increased from 15% to 32% but both remain below the 2026 Closing the Gaps all-student targets of 46% in RLA and 49% in Math. **Root Cause**: Teachers need deeper content knowledge and strategies for teaching math conceptually. Small-group, data-driven interventions are not consistently implemented. Limited student opportunities to engage in problem-solving and application of mathematical concepts.

Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

School Processes & Programs

Problem Statement 1: African American, Hispanic, English Learners (EL), and economically disadvantaged students--are not consistently meeting grade-level expectations in reading and math. **Root Cause**: Tier 1 instruction is protected, but differentiation during core lessons and WIN time may not fully meet the needs of all students, particularly those below grade level or with language acquisition needs.

Priority 1: Student Academic Success

Goal 7: By June 2027, student achievement on the state assessments in Reading will increase at approaches from 66% to 85%, meets from 35% to 45%, and masters from 10% to 35% on the STAAR test.

HB3 Priority

Evaluation Data Sources: I Ready Data, Exit Tickets, District Common Assessments and 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:** 32 percent of students will meet grade level grade level standard in Reading. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment. **Strategy's Expected Result/Impact:** 40 percent of students will meet grade level standard in Reading. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 100% of teachers will use the District 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:** 40 percent of students will meet grade level standard in Reading. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 7 Problem Statements:

Demographics

Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Student Learning

Problem Statement 1: Science represents the campus's most significant content-area achievement need. Only 32% of science tests reached Approaches, 5% reached Meets, and 2% reached Masters. Of 44 science tests, only 14 reached Approaches, two reached Meets, and one reached Masters. **Root Cause**: Insufficient frequency and depth of hands-on investigations Inconsistent connection among concrete experiences, scientific models, academic vocabulary, STAAR-level application; Limited opportunities for students to analyze stimuli and explain scientific reasoning Insufficient use of formative assessment to identify misconconceptions

Problem Statement 2: RLA reached 67% Approaches, 40% Meets, and 10% Masters, while Math reached 53% Approaches, 32% Meets, and 11% Masters. This represents substantial improvement from 2025. RLA Meets increased from 20% to 40%, and Math Meets increased from 15% to 32% but both remain below the 2026 Closing the Gaps all-student targets of 46% in RLA and 49% in Math. **Root Cause**: Teachers need deeper content knowledge and strategies for teaching math conceptually. Small-group, data-driven interventions are not consistently implemented. Limited student opportunities to engage in problem-solving and application of mathematical concepts.

Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

Priority 1: Student Academic Success

Goal 8: By June 2027, student achievement on the state assessments in Math will increase at approaches from 49% to 85%, meets from 27% to 45%, and masters from 11% to 35% on the STAAR test.

Evaluation Data Sources: I Ready Data, Exit Tickets, District Common Assessments and Benchmarks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: After-school tutoring and Saturday tutorials will provide targeted intervention in Reading and Math, with additional support in Science as appropriate. Student groups will be flexible and adjusted based on ongoing assessment data and progress toward individual student goals. **Strategy's Expected Result/Impact:** 32% of students will meet grade level standard in Math. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 3				

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:** 45 percent of students will meet grade level standard in Math. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 100% of teachers will consistently implement Interactive Notebooks as an instructional tool, with students using them daily to document learning, academic vocabulary, worked examples, and evidence of mastery. **Strategy's Expected Result/Impact:** 45 percent of students will meet grade level standard in Math. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 8 Problem Statements:

Demographics

Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Student Learning

Problem Statement 1: Science represents the campus's most significant content-area achievement need. Only 32% of science tests reached Approaches, 5% reached Meets, and 2% reached Masters. Of 44 science tests, only 14 reached Approaches, two reached Meets, and one reached Masters. **Root Cause**: Insufficient frequency and depth of hands-on investigations Inconsistent connection among concrete experiences, scientific models, academic vocabulary, STAAR-level application; Limited opportunities for students to analyze stimuli and explain scientific reasoning Insufficient use of formative assessment to identify misconceptions

Problem Statement 2: RLA reached 67% Approaches, 40% Meets, and 10% Masters, while Math reached 53% Approaches, 32% Meets, and 11% Masters. This represents substantial improvement from 2025. RLA Meets increased from 20% to 40%, and Math Meets increased from 15% to 32% but both remain below the 2026 Closing the Gaps all-student targets of 46% in RLA and 49% in Math. **Root Cause**: Teachers need deeper content knowledge and strategies for teaching math conceptually. Small-group, data-driven interventions are not consistently implemented. Limited student opportunities to engage in problem-solving and application of mathematical concepts.

Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

Priority 1: Student Academic Success

Goal 9: By June 2027, student achievement on the state assessments in Science will increase at approaches from 32% to 85%, meets from 4% to 45%, and masters from 2% to 35% on the STAAR test.

Evaluation Data Sources: MAP Data, Exit Tickets, District Common Assessments and Benchmarks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of science teachers will utilize MAP to create intentional small groups and provide individualized instructional plans during WIN time. **Strategy's Expected Result/Impact:** Students will meet grade-level standard **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Teachers will incorporate hands-on investigations/labs at least once per week aligned to Science TEKS. **Strategy's Expected Result/Impact:** Students will meet grade-level standard **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- 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 - Student Learning 3 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: 100% of 5th-grade Science teachers and campus administrators will attend the District 5th Grade Science PD Series and implement the learning on campus through PLCs, instructional planning, and classroom practices. Implementation will be monitored through PLC observations, instructional walkthroughs, and student work. **Strategy's Expected Result/Impact:** Students will meet grade-level standard **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 9 Problem Statements:

Demographics

Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Student Learning

Problem Statement 1: Science represents the campus's most significant content-area achievement need. Only 32% of science tests reached Approaches, 5% reached Meets, and 2% reached Masters. Of 44 science tests, only 14 reached Approaches, two reached Meets, and one reached Masters. **Root Cause**: Insufficient frequency and depth of hands-on investigations Inconsistent connection among concrete experiences, scientific models, academic vocabulary, STAAR-level application; Limited opportunities for students to analyze stimuli and explain scientific reasoning Insufficient use of formative assessment to identify misconceptions

Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

School Processes & Programs

Problem Statement 1: African American, Hispanic, English Learners (EL), and economically disadvantaged students--are not consistently meeting grade-level expectations in reading and math. **Root Cause**: Tier 1 instruction is protected, but differentiation during core lessons and WIN time may not fully meet the needs of all students, particularly those below grade level or with language acquisition needs.

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 80% to 85%.

Evaluation Data Sources: Surveys, campus programming

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Teachers will intentionally connect grade-level content to real-world applications, careers, problem-solving, collaboration, communication, and student goal-setting. **Strategy's Expected Result/Impact:** 85% of our student will be prepared for college and career readiness. **Staff Responsible for Monitoring:** Genita Crosby, Pamela Emefo, Luis Garza and LaKisha Thompson **- 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 3: Integrated Student Support Systems **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Priority 2: Students, Families, and Community

Goal 2: Increase student participation in clubs, leadership opportunities, STEM/environmental science experiences, project-based learning, and enrichment activities that expose students to future pathways.

Evaluation Data Sources: Evaluate student work on environmental projects, including application of concepts, creativity, and collaboration. Observation Checklist, Student Journals,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Invite community experts (STEM Lab, farmers, environmental scientists,) to classrooms or garden days. **Strategy's Expected Result/Impact:** Partnerships with community experts and organizations provide exposure to environmental careers and practices. **Staff Responsible for Monitoring:** Campus librarian, counselor, Environmental Science Committee. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Utilize Gardyn curriculum to grow plants using hydroponics. **Strategy's Expected Result/Impact:** Students demonstrate responsibility, teamwork, and leadership through roles such as "Garden Ambassadors" or "Recycling Captains." **Staff Responsible for Monitoring:** Environmental Science Committee **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific
Perceptions
Problem Statement 1: This absence of baseline data limits the school's ability to fully understand the community's perceptions of instructional quality, school culture, engagement, and social-emotional support. **Root Cause**: Stakeholders have not yet had sufficient exposure to the school environment or programs to provide comprehensive feedback.

Priority 2: Students, Families, and Community

Goal 3: The average student attendance will increase from 91.8% to 95% by June 2028.

Evaluation Data Sources: Daily Attendance Records, Campus Attendance tracker, PBIS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Reward classes with the highest weekly/monthly attendance with extra recess, Panther Bucks and other incentives. **Strategy's Expected Result/Impact:** Increase attendance to 94%. **Staff Responsible for Monitoring:** Attendance clerk, office clerk, Assistant Principal **Title I:** 2.52 **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific
Student Learning
Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

Priority 3: Personnel and Professional Development

Goal 1: By June 2027, the number of teachers meeting "accomplished" or higher on T-TESS will increase 5% by June 2027.

Evaluation Data Sources: T-TESS, Walkthroughs, observations,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: By May 2027, campus leaders will conduct 5 weekly instructional walkthroughs with teachers, providing timely, actionable feedback within 48 hours of each walkthrough. **Strategy's Expected Result/Impact:** At least a 5% increase in the number of teachers rated "Accomplished" or higher in the T-TESS dimensions of Planning, Instruction, and Learning Environment. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Student Learning

Problem Statement 1: Science represents the campus's most significant content-area achievement need. Only 32% of science tests reached Approaches, 5% reached Meets, and 2% reached Masters. Of 44 science tests, only 14 reached Approaches, two reached Meets, and one reached Masters. **Root Cause**: Insufficient frequency and depth of hands-on investigations Inconsistent connection among concrete experiences, scientific models, academic vocabulary, STAAR-level application; Limited opportunities for students to analyze stimuli and explain scientific reasoning Insufficient use of formative assessment to identify misconceptions

Student Learning

Problem Statement 2: RLA reached 67% Approaches, 40% Meets, and 10% Masters, while Math reached 53% Approaches, 32% Meets, and 11% Masters. This represents substantial improvement from 2025. RLA Meets increased from 20% to 40%, and Math Meets increased from 15% to 32% but both remain below the 2026 Closing the Gaps all-student targets of 46% in RLA and 49% in Math. **Root Cause**: Teachers need deeper content knowledge and strategies for teaching math conceptually. Small-group, data-driven interventions are not consistently implemented. Limited student opportunities to engage in problem-solving and application of mathematical concepts.

School Processes & Programs

Problem Statement 1: African American, Hispanic, English Learners (EL), and economically disadvantaged students--are not consistently meeting grade-level expectations in reading and math. **Root Cause**: Tier 1 instruction is protected, but differentiation during core lessons and WIN time may not fully meet the needs of all students, particularly those below grade level or with language acquisition needs.

Perceptions

Problem Statement 1: This absence of baseline data limits the school's ability to fully understand the community's perceptions of instructional quality, school culture, engagement, and social-emotional support. **Root Cause**: Stakeholders have not yet had sufficient exposure to the school environment or programs to provide comprehensive feedback.

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, Alt. certification programs

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:** Teacher Certification will increase to 88% **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

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Student Learning

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Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

Priority 3: Personnel and Professional Development

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Offer pathways for certified teachers to lead PLCs, model lessons, take on coaching, mentor, or committee roles to expand their leadership skills. **Strategy's Expected Result/Impact:** Empower teachers by providing a strong voice in decision-making, fostering a sense of belonging, building a supportive community, and creating meaningful opportunities for leadership and growth. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics

Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific

Student Learning

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Student Learning

Problem Statement 3: Although Daniel Elementary demonstrated significant improvement in 2026, overall student achievement remains below desired performance levels, particularly at Meets and Masters. Across all STAAR subjects, 56% of tests were at Approaches or above, 31% at Meets or above, and only 10% at Masters. **Root Cause**: Inconsistent implementation of Tier I literacy instruction with limited alignment to rigorous standards. Insufficient scaffolds for English Learners and struggling readers. Limited use of progress monitoring to adjust instruction in real time.

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: Monitor annual budget reports to track the percentage of funds allocated to Function 11 and identify year-over-year increases.

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:** Monitor annual budget reports to track the percentage of funds allocated to Function 11 and identify year-over-year increases. **Staff Responsible for Monitoring:** Genita Crosby, Naomi Franco, Luis Garza **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific
Student Learning
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Student Learning

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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: ADA reports, attendance daily tracker

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:** School FIRST rating will increase from an A-90 to A-94 by 2028. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Demographics 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: African American students achieved 23% Meets and 5% Masters, compared with Hispanic students at 44% Meets and 20% Masters. Current special education students also achieved only 38% Approaches, 19% Meets, and 4% Masters across all subjects. **Root Cause**: Insufficient scaffolds and language supports embedded in daily lessons. Inconsistent integration of sheltered instruction strategies (e.g., visuals, sentence stems, structured talk). insufficient opportunities for students to explain, justify, write, and problem-solve independently intervention groups that are too broad rather than skill-specific
School Processes & Programs
Problem Statement 1: African American, Hispanic, English Learners (EL), and economically disadvantaged students--are not consistently meeting grade-level expectations in reading and math. **Root Cause**: Tier 1 instruction is protected, but differentiation during core lessons and WIN time may not fully meet the needs of all students, particularly those below grade level or with language acquisition needs.

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: Review campus budgets

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:** Payroll expenditures will decrease by 5% from 85.36% to 80.36% by 2028. **Staff Responsible for Monitoring:** Genita Crosby, Luis Garza **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Science represents the campus's most significant content-area achievement need. Only 32% of science tests reached Approaches, 5% reached Meets, and 2% reached Masters. Of 44 science tests, only 14 reached Approaches, two reached Meets, and one reached Masters. **Root Cause**: Insufficient frequency and depth of hands-on investigations Inconsistent connection among concrete experiences, scientific models, academic vocabulary, STAAR-level application; Limited opportunities for students to analyze stimuli and explain scientific reasoning Insufficient use of formative assessment to identify misconceptions