Duncanville Independent School District

Hardin 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 1st grade iReady Reading testing will increase from 23% to 45% at the 50th percentile.

Evaluation Data Sources: iReady Diagnostics Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement weekly, data-driven small group instruction using iReady Reading learning pathway to target individual student needs, combined with ongoing teacher collaboration and coaching to ensure effective lesson delivery and skill mastery during dedicated WIN time. **Strategy's Expected Result/Impact:** Targeted small group instruction and teacher support will increase first-grade students at or above the 50th percentile on iReady Reading from 23% to 45%, strengthening foundational literacy skills. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Tajuana Smith **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: The campus will implement a structured progress-monitoring system to track student growth and ensure instructional effectiveness in first-grade reading. Teachers will conduct biweekly data reviews to analyze i-Ready Reading reports, adjust small-group instruction, and identify students in need of targeted intervention. The leadership team will conduct regular walkthroughs during WIN Time to ensure fidelity of implementation, provide feedback, and support teachers through coaching and modeling. **Strategy's Expected Result/Impact:** Consistent use of progress monitoring and data-driven instructional adjustments will increase first-grade student achievement on i-Ready Reading from 23% to 45% at or above the 50th percentile by June 2027, closing performance gaps and improving overall reading proficiency. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Tajuna Smith, Grade-Level Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: Students, particularly those identified as needing additional academic support, continue to perform below expectations on STAAR and require targeted intervention opportunities during and beyond the regular school day to increase the percentage of students achieving the Meets Grade Level performance standard. **Root Cause**: Historical assessment performance and the high number of students requiring additional academic support indicate that students need more targeted, skill-specific intervention aligned to identified gaps in mastery. Current instructional and intervention opportunities must be strengthened through intentional data analysis, targeted reteaching, progress monitoring, and additional support during and a

Priority 1: Student Academic Success

Goal 2: By June 2027, student achievement on the 2nd grade iReady Reading testing will increase from 18% to 45% at the 50th percentile

Evaluation Data Sources: iReady Diagnostics Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Targeted small group instruction and teacher support will increase second-grade students at or above the 50th percentile on iReady Reading from 18% to 45%, strengthening foundational literacy skills. **Strategy's Expected Result/Impact:** Targeted small group instruction and teacher support will increase first-grade students at or above the 50th percentile on iReady Reading from 18% to 45%, strengthening foundational literacy skills. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Tajuana Smith **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: The campus will implement a structured progress-monitoring system to track student growth and ensure instructional effectiveness in second-grade reading. Teachers will conduct biweekly data reviews to analyze i-Ready Reading reports, adjust small-group instruction, and identify students in need of targeted intervention. The leadership team will conduct regular walkthroughs during WIN Time to ensure fidelity of implementation, provide feedback, and support teachers through coaching and modeling. **Strategy's Expected Result/Impact:** Consistent use of progress monitoring and data-driven instructional adjustments will increase second-grade student achievement on i-Ready Reading from 18% to 45% at or above the 50th percentile by June 2027, closing performance gaps and improving overall reading proficiency. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Tajuna Smith, Grade-Level Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Students, particularly those identified as needing additional academic support, continue to perform below expectations on STAAR and require targeted intervention opportunities during and beyond the regular school day to increase the percentage of students achieving the Meets Grade Level performance standard. **Root Cause**: Historical assessment performance and the high number of students requiring additional academic support indicate that students need more targeted, skill-specific intervention aligned to identified gaps in mastery. Current instructional and intervention opportunities must be strengthened through intentional data analysis, targeted reteaching, progress monitoring, and additional support during and a

Priority 1: Student Academic Success

Goal 3: By June 2027, student achievement on the state assessments in Reading will increase at approaches from 64% to 85%, meets from 39% to 45%, and masters from 12% to 35% on the STAAR test.

Evaluation Data Sources: DCA, iReady Diagnostics Reports, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Students will experience more responsive and targeted instruction, resulting in increased mastery of grade-level TEKS, improved academic growth, and stronger STAAR performance. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Tajuana Smith **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 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:** Students will take greater ownership of their learning and demonstrate increased mastery of grade-level TEKS through consistent documentation, academic vocabulary development, and use of evidence of learning. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Tajuana Smith, Grade-level teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 2: Students, particularly those identified as needing additional academic support, continue to perform below expectations on STAAR and require targeted intervention opportunities during and beyond the regular school day to increase the percentage of students achieving the Meets Grade Level performance standard. **Root Cause**: Historical assessment performance and the high number of students requiring additional academic support indicate that students need more targeted, skill-specific intervention aligned to identified gaps in mastery. Current instructional and intervention opportunities must be strengthened through intentional data analysis, targeted reteaching, progress monitoring, and additional support during and a

Priority 1: Student Academic Success

Goal 4: By June 2027, student achievement on the state assessments in Math will increase at approaches from 46% to 85%, meets from 27% to 45%, and masters from 14% to 35% on the STAAR test.

Evaluation Data Sources: DCA, iReady Diagnostics Reports, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of teachers will utilize the District Math PLC Protocol to unpack standards, anticipate misconceptions, define mastery through Know and Show charts, and develop aligned exemplars for upcoming units. **Strategy's Expected Result/Impact:** Students will demonstrate stronger mathematical understanding and application as a result of more intentional planning, targeted instruction, and proactive responses to misconceptions. **Staff Responsible for Monitoring:** Christal Thompson and Makayla James **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of math teachers will consistently implement daily opportunities for students to explain, justify, and defend their mathematical thinking using academic vocabulary, multiple representations, and evidence from their work. **Strategy's Expected Result/Impact:** Students will develop stronger conceptual understanding and mathematical reasoning, resulting in increased mastery of grade-level math TEKS and improved performance on formative and STAAR-aligned assessments. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Tajuana Smith, Grade-level teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 2: Students, particularly those identified as needing additional academic support, continue to perform below expectations on STAAR and require targeted intervention opportunities during and beyond the regular school day to increase the percentage of students achieving the Meets Grade Level performance standard. **Root Cause**: Historical assessment performance and the high number of students requiring additional academic support indicate that students need more targeted, skill-specific intervention aligned to identified gaps in mastery. Current instructional and intervention opportunities must be strengthened through intentional data analysis, targeted reteaching, progress monitoring, and additional support during and a
School Processes & Programs
Problem Statement 1: Tier 1 instruction is not yet consistently rigorous, differentiated, and responsive to student needs across classrooms, which limits students' access to grade-level instruction and reduces the effectiveness of WIN Time interventions. **Root Cause**: Variations in teacher instructional capacity, along with inconsistent implementation and monitoring of campus instructional expectations, contribute to differences in the quality, rigor, differentiation, and responsiveness of Tier 1 instruction.

Priority 1: Student Academic Success

Goal 5: 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 8% to 35% on the STAAR test.

Evaluation Data Sources: DCA, iReady Diagnostics Reports, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: 100% of all core STAAR Science teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, student work, and STAAR-aligned assessment data to identify misconceptions, monitor student mastery of science TEKS, and adjust instruction. **Strategy's Expected Result/Impact:** Students will demonstrate increased mastery of grade-level science TEKS by applying scientific concepts, vocabulary, and reasoning to explain phenomena and solve problems, resulting in improved performance on formative and STAAR-aligned assessments. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Tajuana Smith and Grade-level tachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of STAAR Science teachers will consistently use science vocabulary, visual representations, and evidence-based questioning during instruction to require students to explain scientific concepts, analyze phenomena, and justify their thinking. **Strategy's Expected Result/Impact:** Students will increase their ability to apply science concepts and academic vocabulary to explain phenomena and support their thinking with evidence, resulting in increased mastery of grade-level Science TEKS and improved STAAR performance. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Tajuana Smith, Grade-level teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 2: Students, particularly those identified as needing additional academic support, continue to perform below expectations on STAAR and require targeted intervention opportunities during and beyond the regular school day to increase the percentage of students achieving the Meets Grade Level performance standard. **Root Cause**: Historical assessment performance and the high number of students requiring additional academic support indicate that students need more targeted, skill-specific intervention aligned to identified gaps in mastery. Current instructional and intervention opportunities must be strengthened through intentional data analysis, targeted reteaching, progress monitoring, and additional support during and a

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 50% to 80%.

Evaluation Data Sources: Survey Feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement regular communication and engagement initiatives, including workshops, newsletters, and meetings, to share the school's college and career readiness programs and highlight student successes. Provide opportunities for stakeholders to give feedback and actively participate in school initiatives. **Strategy's Expected Result/Impact:** Increased transparency, engagement, and awareness will strengthen stakeholder confidence in the school's commitment to preparing students for college and career readiness. **Staff Responsible for Monitoring:** Christal Thompson **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: The campus will strengthen communication and stakeholder engagement by distributing weekly newsletters that highlight student achievements, instructional priorities, and college and career readiness initiatives. Feedback from families and staff will be collected each semester to measure awareness and perception of readiness efforts. **Strategy's Expected Result/Impact:** Increased exposure to college and career pathways will strengthen stakeholder confidence in the school's commitment to readiness, raising positive survey responses from 50% to 70% by June 2026. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Sonya Holland and Campus Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Hardin has a high percentage of Economically Disadvantaged students **Root Cause**: Many families experience economic challenges, frequent housing changes, and demanding work schedules, which contribute to high student mobility and chronic absenteeism, reducing the consistency and impact of instruction. As a result the principal has to priortize fiscal operations to ensure there are extended day opportunities for students.
Perceptions
Problem Statement 1: Parent participation in academic-focused events and activities remains limited, particularly opportunities that directly support student learning, academic achievement, and family engagement with the instructional program. **Root Cause**: Language barriers, varying family work schedules, and competing responsibilities can create challenges for families to participate in school activities. Family engagement has also been stronger around celebratory events, such as awards and showcases, than around opportunities specifically focused on academics and supporting student learning.

Priority 2: Students, Families, and Community

Goal 2: By June 2027 80% of student will attend college and career day.

Evaluation Data Sources: College and Career Day program attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Plan and promote Hardin Elementary Career Day through classroom presentations, morning announcements, parent newsletters, and targeted invitations. Partner with local businesses and community members to provide engaging, hands-on career experiences that inspire and connect with students and families. **Strategy's Expected Result/Impact:** Increased awareness and excitement surrounding Career Day, combined with engaging, hands-on activities, will encourage greater student participation, with a goal of at least 90% student attendance at the event. **Staff Responsible for Monitoring:** Sonya Holland-Counselor, Makayla James-Assistant Principal, Parent Liaison **Title I:** 2.53 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: The campus will promote college readiness by hosting a Spring College Day featuring university representatives, student-led presentations, and classroom activities that introduce students to postsecondary education and career pathways. Teachers will incorporate college-readiness activities before and after the event, and feedback from students and families will be collected to evaluate the event's impact. **Strategy's Expected Result/Impact:** Increased exposure to college experiences and postsecondary pathways will build student and family awareness of future opportunities and strengthen stakeholder confidence in the school's commitment to college and career readiness. The goal is to increase positive survey responses from 50% to 70% by June 2026. **Staff Responsible for Monitoring:** Sonya Holland, Makayla James, Parent Liaison **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Hardin has a high percentage of Economically Disadvantaged students **Root Cause**: Many families experience economic challenges, frequent housing changes, and demanding work schedules, which contribute to high student mobility and chronic absenteeism, reducing the consistency and impact of instruction. As a result the principal has to priortize fiscal operations to ensure there are extended day opportunities for students.
Perceptions
Problem Statement 1: Parent participation in academic-focused events and activities remains limited, particularly opportunities that directly support student learning, academic achievement, and family engagement with the instructional program. **Root Cause**: Language barriers, varying family work schedules, and competing responsibilities can create challenges for families to participate in school activities. Family engagement has also been stronger around celebratory events, such as awards and showcases, than around opportunities specifically focused on academics and supporting student learning.

Priority 2: Students, Families, and Community

Goal 3: By June 2027, ADA will increase from 92% to 95%.

Evaluation Data Sources: Weekly ADA Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The campus will sustain monthly attendance initiatives that include recognition and incentives for students and classes demonstrating improved or perfect attendance. These efforts will encourage a positive culture around attendance and reinforce the importance of being present every day **Strategy's Expected Result/Impact:** Ongoing recognition and incentive-based initiatives will increase student motivation to attend daily, reduce chronic absenteeism, and improve overall academic performance. **Staff Responsible for Monitoring:** Attendance Committee, Makayla James, Christal Thompson **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: The campus will ensure ongoing communication with families about attendance expectations, policies, and the connection between attendance and student success. Families will receive reminders and updates through weekly newsletters, phone calls, and parent conferences to foster collaboration and accountability. **Strategy's Expected Result/Impact:** Frequent, transparent communication will improve family understanding of attendance expectations, reduce absences, and increase the campus's average daily attendance (ADA). **Staff Responsible for Monitoring:** Attendance Committee, Makayla James, Christal Thompson **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Hardin has a high percentage of Economically Disadvantaged students **Root Cause**: Many families experience economic challenges, frequent housing changes, and demanding work schedules, which contribute to high student mobility and chronic absenteeism, reducing the consistency and impact of instruction. As a result the principal has to priortize fiscal operations to ensure there are extended day opportunities for students.

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 3 to 10 by June 2027.

Evaluation Data Sources: T-TESS EOY Evaluations, HR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Develop a structured professional growth pathway focused on T-TESS Domain 2.1, including targeted coaching, modeling of best practices, collaborative lesson planning, and regular reflection sessions. Provide clear exemplars and actionable feedback to support teachers in refining instructional techniques. **Strategy's Expected Result/Impact:** Teachers will strengthen their instructional planning and delivery, resulting in an increase from 10% to 20% of teachers achieving "Proficient" or higher on T-TESS Domain 2.1 by June 2027. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Tier 1 instruction is not yet consistently rigorous, differentiated, and responsive to student needs across classrooms, which limits students' access to grade-level instruction and reduces the effectiveness of WIN Time interventions. **Root Cause**: Variations in teacher instructional capacity, along with inconsistent implementation and monitoring of campus instructional expectations, contribute to differences in the quality, rigor, differentiation, and responsiveness of Tier 1 instruction.

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: HR repots

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Teachers' progress toward certification will be regularly monitored, with additional resources provided as needed. **Strategy's Expected Result/Impact:** By providing targeted support and resources, teachers will be better equipped to meet certification requirements, leading to an increase in the percentage of certified teachers from 85% to 88% by June 2028. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James, Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Tier 1 instruction is not yet consistently rigorous, differentiated, and responsive to student needs across classrooms, which limits students' access to grade-level instruction and reduces the effectiveness of WIN Time interventions. **Root Cause**: Variations in teacher instructional capacity, along with inconsistent implementation and monitoring of campus instructional expectations, contribute to differences in the quality, rigor, differentiation, and responsiveness of Tier 1 instruction.

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: HR reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Hardin Elementary will implement a targeted teacher retention plan that includes mentorship for new and early-career teachers, ongoing professional development aligned to teacher needs, regular recognition and appreciation initiatives, and opportunities for leadership and career growth. The school will also gather feedback through surveys and check-ins to address teacher concerns and improve workplace satisfaction. **Strategy's Expected Result/Impact:** By providing support, recognition, and professional growth opportunities, teachers will feel more valued and supported, leading to higher retention rates of certified staff. **Staff Responsible for Monitoring:** Christal Thompson, Makayla James **- 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: Tier 1 instruction is not yet consistently rigorous, differentiated, and responsive to student needs across classrooms, which limits students' access to grade-level instruction and reduces the effectiveness of WIN Time interventions. **Root Cause**: Variations in teacher instructional capacity, along with inconsistent implementation and monitoring of campus instructional expectations, contribute to differences in the quality, rigor, differentiation, and responsiveness of Tier 1 instruction.

Priority 4: Fiscal Stewardship and Operational Excellence

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

Evaluation Data Sources: Campus Budget Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: To increase the percentage of funds allocated to instructional expenditures (Function 11) from 52.74% to 60% by 2028, Hardin Elementary will conduct a comprehensive budget review to prioritize classroom resources, instructional materials, and professional development. The school will strategically redirect funds from non-instructional areas where possible and implement transparent tracking of expenditures to ensure alignment with instructional priorities **Strategy's Expected Result/Impact:** By increasing investment in instructional resources and teacher support, classroom instruction will be strengthened, student learning experiences will be enhanced, and the overall impact of funding on academic achievement will be maximized. **Staff Responsible for Monitoring:** Christal Thompson, Maritza Echeverria **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: Students, particularly those identified as needing additional academic support, continue to perform below expectations on STAAR and require targeted intervention opportunities during and beyond the regular school day to increase the percentage of students achieving the Meets Grade Level performance standard. **Root Cause**: Historical assessment performance and the high number of students requiring additional academic support indicate that students need more targeted, skill-specific intervention aligned to identified gaps in mastery. Current instructional and intervention opportunities must be strengthened through intentional data analysis, targeted reteaching, progress monitoring, and additional support during and a

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

Evaluation Data Sources: Budget Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: To improve the district's School FIRST rating from an A (90) to an A (94) by 2028, Hardin Elementary will implement strategic financial and operational planning focused on efficiency, transparency, and compliance with state accountability standards. This will include regular monitoring of budget allocations, ensuring accurate and timely reporting, investing in areas that directly impact student outcomes, and providing staff training on financial and operational best practices. **Strategy's Expected Result/Impact:** By strengthening fiscal management and operational practices, the school will enhance accountability and resource utilization, contributing to an improved School rating. **Staff Responsible for Monitoring:** Christal Thompson, Maritza Echeverria **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Students, particularly those identified as needing additional academic support, continue to perform below expectations on STAAR and require targeted intervention opportunities during and beyond the regular school day to increase the percentage of students achieving the Meets Grade Level performance standard. **Root Cause**: Historical assessment performance and the high number of students requiring additional academic support indicate that students need more targeted, skill-specific intervention aligned to identified gaps in mastery. Current instructional and intervention opportunities must be strengthened through intentional data analysis, targeted reteaching, progress monitoring, and additional support during and a

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Evaluation Data Sources: Budget Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: To reduce payroll expenditures from 85.36% to 80.36% by 2028, Hardin Elementary will conduct a comprehensive review of staffing allocations, optimize personnel deployment based on student needs, and explore operational efficiencies that maintain instructional quality while controlling costs. The school will also implement long-term staffing strategies, such as balancing full-time and part-time positions and leveraging support roles effectively. **Strategy's Expected Result/Impact:** By strategically managing personnel costs, the school will reduce payroll expenditures while maintaining high-quality instruction and supporting student achievement. **Staff Responsible for Monitoring:** Christal Thompson, Maritza Echeverria **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 2: Students, particularly those identified as needing additional academic support, continue to perform below expectations on STAAR and require targeted intervention opportunities during and beyond the regular school day to increase the percentage of students achieving the Meets Grade Level performance standard. **Root Cause**: Historical assessment performance and the high number of students requiring additional academic support indicate that students need more targeted, skill-specific intervention aligned to identified gaps in mastery. Current instructional and intervention opportunities must be strengthened through intentional data analysis, targeted reteaching, progress monitoring, and additional support during and a