# Duncanville Independent School District

# Smith Early Learning

# 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:** Student achievement on the third-grade state assessment in reading at the "Meets" performance level or above will increase from 34% to 35% by June 2028.

By the end of the 2026-2027 school year, at least 85% of PK3 students will meet or exceed their individual CLI Reading growth goal from BOY to EOY.

**HB3 Priority**

**Evaluation Data Sources:** BOY/MOY/EOY measures on CLI, Frog Street informal assessments as appropriate, SeeSaw portfolio

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Implement Frog Street with fidelity. Teachers will implement the Frog Street curriculum as the campus core instructional program, with emphasis on oral language, vocabulary, phonological awareness, print concepts, comprehension, emergent writing, and developmentally appropriate literacy experiences.<br>**Strategy's Expected Result/Impact:** 100% of students will be assessed 3 times annually; 85% of students will show growth in rapid letter naming from BOY to EOY.<br>**Staff Responsible for Monitoring:** Jessica Linwood-principal, Jessica Safford - instructional coach<br><br>**Title I:**<br>2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**Problem Statements:** Demographics 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Implement Heggerty consistently.<br>Teachers will use Heggerty to provide intentional and systematic phonological-awareness practice aligned with student developmental needs.<br>**Strategy's Expected Result/Impact:** 100% of students will be receive explicit phonics instruction 3 times weekly and know how to get their mouth ready to read letters and words; 85% of students will show growth from BOY to EOY on CLI Reading<br>**Staff Responsible for Monitoring:** Teachers, Jessica Linwood-principal<br><br>**Title I:**<br>2.53<br>- **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**Problem Statements:** Student Learning 1 - School Processes & Programs 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Students enter PK3 with wide variations in school readiness skills, including language development, social-emotional competencies, and foundational academic experiences. **Root Cause**: Limited access to formal early childhood education prior to enrollment. Variability in home language exposure, literacy experiences, and preschool participation. Differences in developmental readiness among three-year-old learners. |
| **Student Learning** |
| **Problem Statement 1**: Student literacy outcomes vary significantly across PK classrooms, indicating inconsistent achievement of foundational literacy skills. EOY classroom results ranged from 0% to 100% of students on track in early literacy. **Root Cause**: Inconsistent implementation of Tier 1 literacy instruction. Variability in use of small-group instruction and targeted interventions. Differences in teacher effectiveness at using assessment data to adjust instruction. |
| **School Processes & Programs** |
| **Problem Statement 1**: Instructional implementation is not consistently aligned across classrooms, as evidenced by districtwide tiering data and variability in teacher-to-student outcomes. Only 17% of PK teachers were identified as Tier 1 or Tier 2 during the third and fourth nine weeks. **Root Cause**: Inconsistent implementation of research-based instructional practices. Need for additional coaching, modeling, and feedback cycles. Variability in teacher knowledge of developmentally appropriate instructional strategies. |

**Priority 1:** Student Academic Success

**Goal 2:** Student achievement on third-grade state assessment in mathematics at the "Meets" performance level or above shall increase from 27% to 35% by June 2027.

By the end of the 2026-2027 school year, at least 85% of PK3 students will meet or exceed their individual CLI Math growth goal from BOY to EOY.

**HB3 Priority**

**Evaluation Data Sources:** BOY/MOY/EOY measures on CLI, Frog Street informal assessments as appropriate, SeeSaw portfolio

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Embed intentional mathematics instruction throughout the day. Teachers will provide explicit instruction and opportunities for students to practice counting, quantity, number recognition, classification, sorting, patterns, shapes, measurement, spatial relationships, and problem solving.<br>**Strategy's Expected Result/Impact:** demonstrate growth in foundational numeracy skills identified through campus progress monitoring and Frog Street-aligned learning targets.<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Student Learning 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Provide authentic, hands-on contexts for children to apply emerging math skills and develop precision in mathematical language via centers.<br>**Strategy's Expected Result/Impact:** 100% of students will experience accelerated skill acquisition across diverse learning styles.<br>**Staff Responsible for Monitoring:** Teacher, Jessica-Linwood, Jessica Safford<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Student Learning 2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 2 Problem Statements:

| Student Learning |
| --- |
| **Problem Statement 2**: District longitudinal achievement data demonstrate that literacy and mathematics proficiency decline as students progress through elementary school, suggesting a need to strengthen foundational learning experiences at the PK3 level. Third-grade STAAR results showed 59% Approaches, 34% Meets, and 12% Masters across subjects. **Root Cause**: Inconsistent foundational skill mastery before students enter later grades. Gaps in early language development, phonological awareness, and number sense. Insufficient intervention systems for students demonstrating early learning deficits. |

**Priority 1:** Student Academic Success

**Goal 3:** Student achievement for Domain II (School Progress) will increase from 72% to 80% by June 2028.

**Evaluation Data Sources:** BOY/MOY/EOY measures on CLI, Frog Street informal assessments as appropriate, SeeSaw portfolio

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Following BOY, MOY, and EOY assessments, teachers will identify student strengths, gaps, and instructional priorities. Small groups and targeted supports will be adjusted based on data.<br>**Strategy's Expected Result/Impact:** 85% of students will show growth from BOY to EOY on CLI Reading and Math<br>**Staff Responsible for Monitoring:** Teachers, Jessica Linwood - principal, Pauline Rocha - EC specialist<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Demographics 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Students enter PK3 with wide variations in school readiness skills, including language development, social-emotional competencies, and foundational academic experiences. **Root Cause**: Limited access to formal early childhood education prior to enrollment. Variability in home language exposure, literacy experiences, and preschool participation. Differences in developmental readiness among three-year-old learners. |

**Priority 1:** Student Academic Success

**Goal 4:** By EOY, at least 100% of teachers will Structure and implement a clearly defined experience-based lab model to connect directly to foundational skills taught through Frog Street and Heggerty.

**HB3 Priority**

**Evaluation Data Sources:** BOY/MOY/EOY CLI, SeeSaw portfolio

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Structure and implement a clearly defined experience-based lab model to connect directly to foundational skills taught through Frog Street and Heggerty modeled similar to Jandruko in Mansfield.<br>**Strategy's Expected Result/Impact:** At least 85% of students will demonstrate successful application of foundational skills in authentic learning experiences.<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal, Darrian Miller - director, Pauline Rocha - EC specialist<br>**Problem Statements:** Student Learning 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Teachers will use iPads and SeeSaw to document application of student learning.<br>**Strategy's Expected Result/Impact:** Student products, photographs, teacher observations, language samples, and performance tasks will provide evidence of learning transfer.<br>**Staff Responsible for Monitoring:** Teachers, Jessica Linwood<br>**Title I:**<br>2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** School Processes & Programs 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 3:** Develop an extensive academic language.<br>Teachers will intentionally model and reinforce academic vocabulary aligned to real-world experiences.<br>**Strategy's Expected Result/Impact:** At least 85% of students will meet their growth goals on MOY/EOY CLI reading and math<br>**Staff Responsible for Monitoring:** Teachers, Jessica Linwood - principal, Pauline Rocha - EC specialist<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Demographics 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 4 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Students enter PK3 with wide variations in school readiness skills, including language development, social-emotional competencies, and foundational academic experiences. **Root Cause**: Limited access to formal early childhood education prior to enrollment. Variability in home language exposure, literacy experiences, and preschool participation. Differences in developmental readiness among three-year-old learners. |
| **Student Learning** |
| **Problem Statement 2**: District longitudinal achievement data demonstrate that literacy and mathematics proficiency decline as students progress through elementary school, suggesting a need to strengthen foundational learning experiences at the PK3 level. Third-grade STAAR results showed 59% Approaches, 34% Meets, and 12% Masters across subjects. **Root Cause**: Inconsistent foundational skill mastery before students enter later grades. Gaps in early language development, phonological awareness, and number sense. Insufficient intervention systems for students demonstrating early learning deficits. |
| **School Processes & Programs** |
| **Problem Statement 2**: Teacher instructional decisions are not consistently aligned with student performance data. EOY PK tiering and data alignment accuracy was 85%, indicating opportunities to strengthen assessment literacy and data-driven decision-making. **Root Cause**: Limited experience analyzing and responding to assessment data. Inconsistent use of progress-monitoring information to guide small-group instruction. Need for structured data conversations and ongoing professional learning. |

**Priority 2:** Students, Families, and Community Connections

**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 89% to 96%.

**Evaluation Data Sources:** District climate survey data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Share and implement a positive family and stakeholder agreement that addresses our commitment to prepare our students for foundational college and career readiness"<br>**Strategy's Expected Result/Impact:** Increase parent understanding and participation in EC readiness workshops.<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal, Rocio Ferrusca - parent liaison<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Perceptions 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** PK3 families will participate in bi-annual parent-student data conferences to review SeeSaw portfolios, Circle Learning Environment (CLI) progress monitoring in foundational literacy, numeracy, and social-emotional skills.<br>**Strategy's Expected Result/Impact:** Increase parent engagement, motivate student performance, solidify parent/ teacher relationships.<br>**Staff Responsible for Monitoring:** Teachers, Jessica Linwood-principal<br><br>**Problem Statements:** Demographics 1 - Perceptions 2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Students enter PK3 with wide variations in school readiness skills, including language development, social-emotional competencies, and foundational academic experiences. **Root Cause**: Limited access to formal early childhood education prior to enrollment. Variability in home language exposure, literacy experiences, and preschool participation. Differences in developmental readiness among three-year-old learners. |

## Perceptions

**Problem Statement 1**: The campus lacks formal stakeholder perception data to measure parent, staff, and student satisfaction and engagement. **Root Cause**: As a newly established PK3 campus, systems for collecting stakeholder feedback are still developing. Limited availability of baseline survey data. Need for consistent processes to gather and analyze stakeholder input.

**Problem Statement 2**: Families may have varying levels of understanding regarding PK3 expectations, readiness skills, language acqu **Root Cause**: Diverse family backgrounds and educational experiences. Differences in home language and communication needs. Need for increased parent education and engagement opportunities regarding literacy, numeracy, social-emotional development, and PK4 readiness.

**Priority 2:** Students, Families, and Community Connections

**Goal 2:** By June 2027, ADA will increase from 91.08% to 95% by 2027.

**Evaluation Data Sources:** Student attendance data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Implement a positive interactive morning arrival routines where all students are greeted by their teacher or para, and at least one other school official upon entering the campus<br>**Strategy's Expected Result/Impact:** Will foster positive school associations and establish consistent daily attendance habits for PK3 students and their families.<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal, Ludivinia Rodriguez - clerk<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Demographics 1 - Perceptions 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 2:** Establish a structured family engagement protocol, including personalized check-ins by the campus parent liaison or counselor after 2 consecutive absences, family education workshops on the critical link between early attendance and foundational learning.<br>**Strategy's Expected Result/Impact:** Early Intervention for Absenteeism: Prevents brief absences from escalating into chronic absenteeism by catching patterns early after two consecutive missed days.<br>Strengthened Family Partnerships: Increases parent and family awareness regarding the direct connection between consistent early childhood attendance and foundational academic and social-emotional development.<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal, Ludivinia Rodriguez - clerk<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Perceptions 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2 Problem Statements:**

## Demographics

**Problem Statement 1**: Students enter PK3 with wide variations in school readiness skills, including language development, social-emotional competencies, and foundational academic experiences. **Root Cause**: Limited access to formal early childhood education prior to enrollment. Variability in home language exposure, literacy experiences, and preschool participation. Differences in developmental readiness among three-year-old learners.

## Perceptions

**Problem Statement 1**: The campus lacks formal stakeholder perception data to measure parent, staff, and student satisfaction and engagement. **Root Cause**: As a newly established PK3 campus, systems for collecting stakeholder feedback are still developing. Limited availability of baseline survey data. Need for consistent processes to gather and analyze stakeholder input.

**Priority 3:** Personnel and Professional Development

**Goal 1:** By June 2027, the number of teachers meeting "accomplished" or higher on T-TESS will increase from 15% to 35% by June 2027.

**Evaluation Data Sources:** CLI; T-TESS appraisal data; and TIA distinctions

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Implement a bi-weekly instructional coaching and PLC feedback cycle aligned to T-TESS Domain 1 (Planning) and Domain 2 (Instruction), using CLI student progress monitoring data and T-TESS appraisal rubric standards. Including extended pd time and peer observation and feedback.<br>**Strategy's Expected Result/Impact:** Drive growth targeted instructional shifts and support PK3 teachers in achieving TIA distinction criteria.<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal, Jessica Safford - instructional coach<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** School Processes & Programs 1, 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 1 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: Instructional implementation is not consistently aligned across classrooms, as evidenced by districtwide tiering data and variability in teacher-to-student outcomes. Only 17% of PK teachers were identified as Tier 1 or Tier 2 during the third and fourth nine weeks. **Root Cause**: Inconsistent implementation of research-based instructional practices. Need for additional coaching, modeling, and feedback cycles. Variability in teacher knowledge of developmentally appropriate instructional strategies. |
| **Problem Statement 2**: Teacher instructional decisions are not consistently aligned with student performance data. EOY PK tiering and data alignment accuracy was 85%, indicating opportunities to strengthen assessment literacy and data-driven decision-making. **Root Cause**: Limited experience analyzing and responding to assessment data. Inconsistent use of progress-monitoring information to guide small-group instruction. Need for structured data conversations and ongoing professional learning. |

**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:** Teacher Certification Data, Attendance at Certification Workshops, Usage of Tutoring Modules

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Recruit certified, experienced teachers for all positions.<br>**Strategy's Expected Result/Impact:** High quality instruction, decreased turnover<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** School Processes & Programs 2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 2 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 2**: Teacher instructional decisions are not consistently aligned with student performance data. EOY PK tiering and data alignment accuracy was 85%, indicating opportunities to strengthen assessment literacy and data-driven decision-making. **Root Cause**: Limited experience analyzing and responding to assessment data. Inconsistent use of progress-monitoring information to guide small-group instruction. Need for structured data conversations and ongoing professional learning. |

**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:** Teacher retention rates; Teacher certification data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Provide consistent feedback regarding the need for more strict standards for campus toileting routines/ expectations,expanding bathroom facilities and increasing personnel allocations to support student needs. zing instructional disruptions and daily physical workload for teachers.<br>**Strategy's Expected Result/Impact:** Increased teacher retention; Improved PK3 working conditions<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Demographics 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 3 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Students enter PK3 with wide variations in school readiness skills, including language development, social-emotional competencies, and foundational academic experiences. **Root Cause**: Limited access to formal early childhood education prior to enrollment. Variability in home language exposure, literacy experiences, and preschool participation. Differences in developmental readiness among three-year-old learners. |

**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:** Monthly Financials. Statement of Finance report; Financial audit

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Prioritize campus operational budget allocations toward direct classroom instruction by purchasing high-quality, research-based PK3 hands-on learning kits.<br>**Strategy's Expected Result/Impact:** Ensures funds directly support student-facing instructional materials and classroom environment needs.<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Student Learning 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 2**: District longitudinal achievement data demonstrate that literacy and mathematics proficiency decline as students progress through elementary school, suggesting a need to strengthen foundational learning experiences at the PK3 level. Third-grade STAAR results showed 59% Approaches, 34% Meets, and 12% Masters across subjects. **Root Cause**: Inconsistent foundational skill mastery before students enter later grades. Gaps in early language development, phonological awareness, and number sense. Insufficient intervention systems for students demonstrating early learning deficits. |

**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:** School First Rating, Monthly Financials, Audit reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Implement rigorous campus-level financial compliance and inventory controls by conducting bi-annual audits of all PK3 instructional materials, asset tags, and operational spending.<br>**Strategy's Expected Result/Impact:** Accuracy, transparent record-keeping, and adherence to state financial accountability standards.<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** School Processes & Programs 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Goal 2 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 2**: Teacher instructional decisions are not consistently aligned with student performance data. EOY PK tiering and data alignment accuracy was 85%, indicating opportunities to strengthen assessment literacy and data-driven decision-making. **Root Cause**: Limited experience analyzing and responding to assessment data. Inconsistent use of progress-monitoring information to guide small-group instruction. Need for structured data conversations and ongoing professional learning. |

**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:** Statement of finance report; Financial audit; Staffing vacancy report; PEIMS reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| **Strategy 1:** Optimize campus staffing allocations, scheduling practices, and resource utilization by ion Steps<br>Conduct annual reviews of campus staffing allocations to ensure positions are aligned to student enrollment and program requirements and safety needs.<br>**Strategy's Expected Result/Impact:** Campus staffing allocations will be aligned to student enrollment, instructional program requirements, and safety needs, resulting in efficient use of personnel resources, reduced staffing inefficiencies, minimized payroll expenditures, and continued compliance with state and district staffing requirements.<br>**Staff Responsible for Monitoring:** Jessica Linwood - principal, April Wyatt - Deputy Chief of Schools, Pam Winn - Chief Human Resources officer<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Talent Retention and Strategic Staffing | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue