Birdville Independent School District

Grace E. Hardeman Elementary

2026-2027 Initial Plan

Mission Statement

Reaching our goals and inspiring others in a safe and student-centered environment where everyone is a valued member of our school family.

Vision

To be the best school where every Roadrunner thrives, leads, and makes a positive impact.

Value Statement

Roadrunners ***R****espect and* ***I****nspire* ***S****tudent* ***E****xcellence*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Grace E. Hardeman Elementary serves 585 students in Early Education through fifth grade and operates as a 100% schoolwide Title I campus. The student population is diverse and represents a variety of racial, cultural, socioeconomic, and academic needs.

The racial and ethnic composition of the campus includes 229 Hispanic/Latino students (39.15%), 196 White students (33.50%), 55 students identifying as Two or More Races (9.40%), 51 Black/African American students (8.72%), 46 Asian students (7.86%), 6 Native Hawaiian/Pacific Islander students (1.03%), and 2 American Indian/Alaskan Native students (0.34%). The student population is relatively balanced by gender, with 52.14% male and 47.86% female students.

Hardeman serves a significant population of students with additional academic and socioeconomic needs. Approximately 65.81% (385 students) are identified as at-risk, and 64.44% (377 students) are economically disadvantaged. Of the total student population, 150 students (25.64%) receive Special Education services, 98 students (16.75%) are identified as Emergent Bilingual, 88 students (15.04%) receive ESL services, 7.18% participate in Gifted and Talented services, and 6.32% receive dyslexia services.

Enrollment varies across grade levels, with 113 students in EE/Pre-K/Kindergarten combined, 93 students in first grade, 93 in second grade, 108 in third grade, 98 in fourth grade, and 80 in fifth grade. Third grade currently represents the largest individual grade level.

The campus is supported by 47 teachers, 24 educational aides, and 17 administrative support staff. Teacher stability continues to be a campus asset, with an 88.88% teacher retention rate from the previous school year.

Overall, Hardeman's demographic data reflects a diverse, high-needs student population within a stable and supportive school community. While a large percentage of students are identified as economically disadvantaged, at-risk, or in need of specialized academic services, the campus benefits from strong staff retention and improving student attendance. The CNA identified steadily increasing attendance over the past four years, including a 97.7% attendance rate during the final six-week reporting period, the highest single-period attendance among elementary campuses in the district. These factors provide a strong foundation for addressing the academic and engagement needs of Hardeman's student population.

Demographics Strengths

Demographic Strengths

- **Improving student attendance:** Attendance has steadily increased over the past four years, with Hardeman reaching **97.7% during the final six weeks**, the highest single-period elementary attendance in the district.
- **Strong staff stability:** The campus maintained an **88.88% teacher retention rate**, providing students with greater instructional consistency and allowing the campus to build upon established systems and practices.
- **Diverse student population:** Hardeman serves students from multiple racial, cultural, linguistic, and socioeconomic backgrounds, creating a diverse school community.
- **Low student mobility:** The CNA identifies low mobility as a demographic strength, supporting continuity of instruction, intervention, and relationship building.
- **Established systems for identifying and supporting student needs:** Campus systems including Care Team, MTSS meetings, subgroup data tracking, PLC collaboration, and PDSA processes are used to identify needs, monitor trends, and guide targeted support.

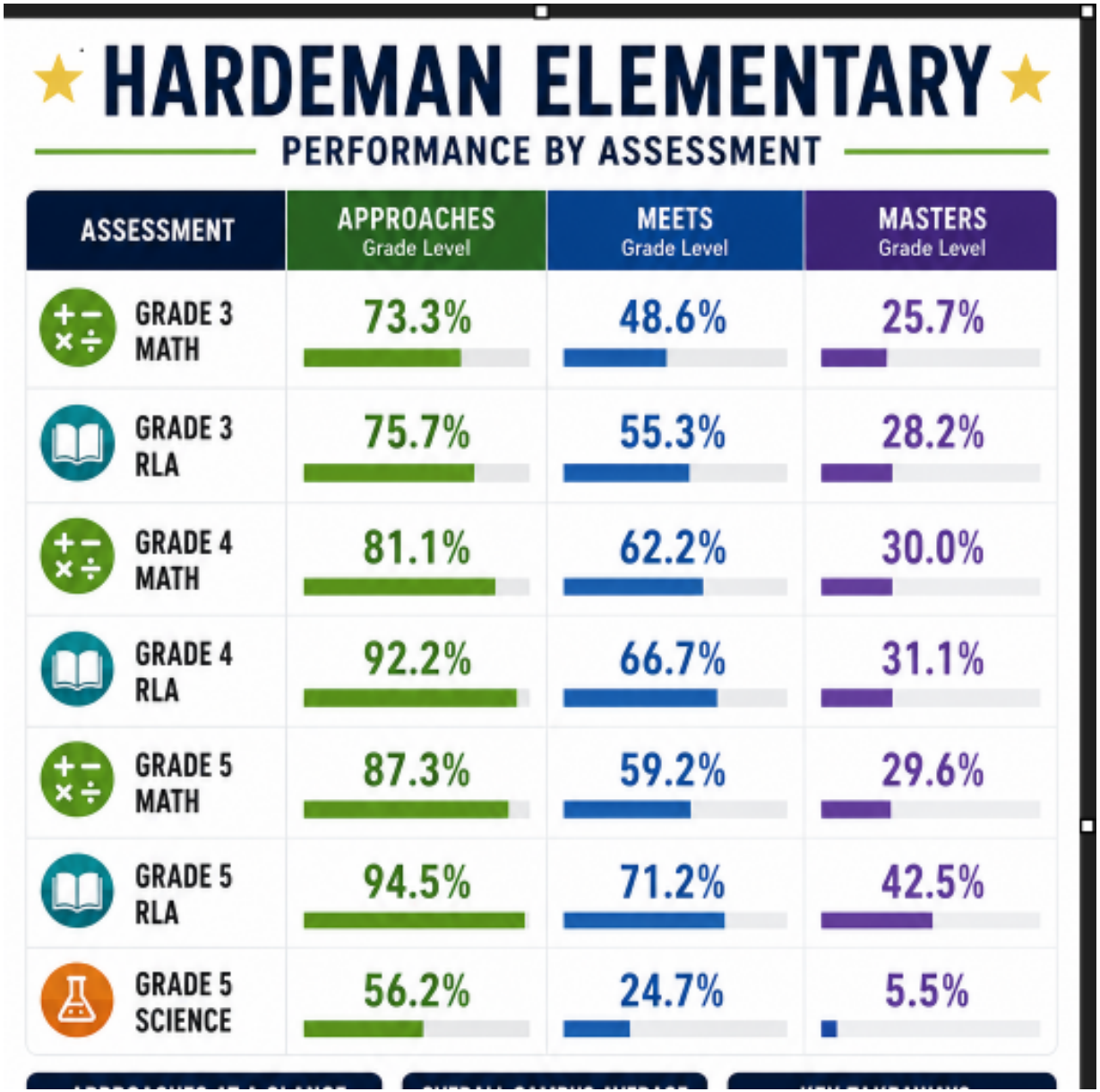
Problem Statements Identifying Demographics Needs

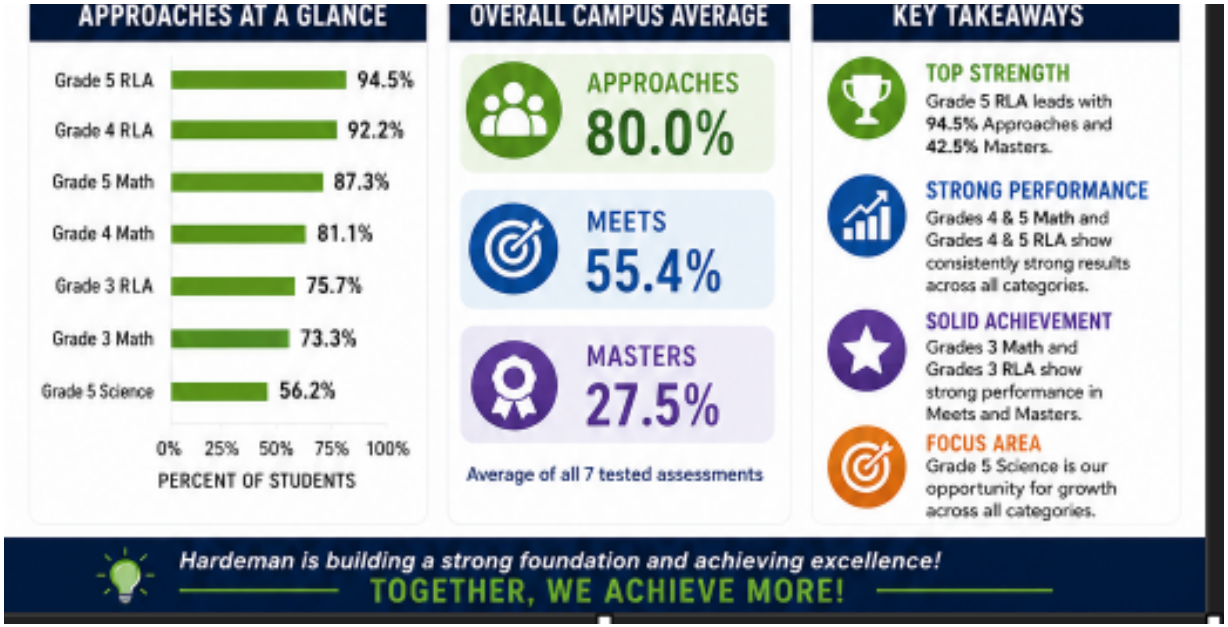
Problem Statement 1 (Prioritized): A high percentage (65.81%) of Hardeman students are identified as at-risk and require additional academic support. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes.
Root Cause: Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.

Problem Statement 2: Grade 5 Science performance is below expectations, with 56.2% Approaches, 24.7% Meets, and 5.5% Masters.
Root Cause: Inconsistent alignment of science instruction to the rigor of the TEKS and limited opportunities for students to apply content through hands-on learning, academic vocabulary, and STAAR-aligned questioning contributed to lower achievement.

Student Learning

Student Learning Summary





Hardeman Elementary demonstrated **strong overall academic performance**, particularly in Grades 4 and 5. Grade 5 RLA was a standout strength, with **94.5% Approaches, 71.2% Meets, and 42.5% Masters**, while Grade 4 RLA and Grades 4–5 Math also showed strong achievement. Grade 3 results indicate solid performance with an opportunity to increase the number of students reaching Meets and Masters. **Grade 5 Science remains the greatest area for growth** and will require targeted instructional support and monitoring.

Student Learning Strengths

Strengths

Grade 5 RLA

- #1 in BISD for Approaches
- Top 5 in Masters
- 94.5% Approaches

Grade 4 Performance

- Grade 4 Math and Grade 4 RLA are consistently Top 5 district-wide.
- Both subjects exceed district averages by significant margins.

Strong Advanced Achievement

- Grade 3 Math: 6th in Masters

- Grade 3 RLA: 6th in Masters
- Grade 4 Math: 5th in Masters
- Grade 5 RLA: 5th in Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A high percentage (65.81%) of Hardeman students are identified as at-risk and require additional academic support. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes.
Root Cause: Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.

Problem Statement 2: While the majority of students are achieving at the Approaches level across subjects, gaps remain in students reaching Meets and Masters, particularly in early grade RLA (Grade 3: 55% Meets, 28% Masters) Math (Grade 3 49% Meets, 26% Masters) and Grade 4 Mathematics (62% Meets, 30% Masters). Additionally, Grade 5 Science lags behind other content areas, with only 25% Meets and 6% Masters.
Root Cause: Early grade instruction is not consistently providing the rigor needed for students to build a strong foundation, resulting in fewer students meeting or mastering standards in Grade 3 RLA /Math and Grade 4 Math. Science instruction was impacted by challenges with consistently implementing the curriculum and establishing effective instructional systems and routines.

Problem Statement 3: Grade 5 Science performance is below expectations, with 56.2% Approaches, 24.7% Meets, and 5.5% Masters.
Root Cause: Inconsistent alignment of science instruction to the rigor of the TEKS and limited opportunities for students to apply content through hands-on learning, academic vocabulary, and STAAR-aligned questioning contributed to lower achievement.

Problem Statement 4: K-2 reading achievement indicates a significant need for strengthening foundational literacy skills, with 49% of students currently performing below benchmark on the mCLASS Reading assessment. This demonstrates a need to increase the number of primary students developing the foundational reading skills necessary for future grade-level success.
Root Cause: Foundational reading instruction and intervention have not been consistently implemented across K-2 with the intensity and differentiation necessary to meet the needs of students performing below benchmark.

Problem Statement 5: As Hardeman begins implementing Capturing Kids' Hearts, staff need a consistent understanding and implementation of CKH practices to ensure clear behavioral expectations and support positive student behavior, engagement, and learning.
Root Cause: Staff are in the early stages of implementing Capturing Kids' Hearts and have not yet had sufficient time, practice, and ongoing support to consistently apply CKH practices across all classrooms and settings.

School Processes & Programs

School Processes & Programs Summary

At Hardeman Elementary, we are proud to provide a variety of programs and services that ensure every student has the opportunity to thrive.

- **Full-Day Pre-Kindergarten:** Our Pre-K program offers young learners a comprehensive and nurturing environment where they develop critical foundational skills. Children engage in hands-on learning experiences that promote cognitive, social, and emotional growth, setting the stage for future academic success.
- **Dyslexia Services:** We are committed to supporting students with dyslexia through specialized, evidence-based programs tailored to their unique learning needs. Our dedicated staff works with students to strengthen reading and writing skills, equipping them with tools for long-term success.
- **Special Education:** Special education services are an integral part of our campus. Our team of skilled professionals collaborates with families to design and implement individualized education plans that foster both academic and personal growth.
- **English as a Second Language (ESL):** Students whose first language is not English benefit from ESL services that help them build language proficiency while accessing the full curriculum.
- **Intervention Programs:** Targeted intervention supports are in place to assist students who need additional help. These programs are designed to close learning gaps, promote grade-level proficiency, and build student confidence.
- **Teacher and Instructional Support:** Our instructional facilitator provides coaching cycles and leads PLC+ work, supporting teachers with professional growth and effective instructional practices. LIFT program
- **After-School Programs:** We offer a variety of enrichment opportunities beyond the school day, including choir, honors choir, cheerleading, and Beach Club. These programs give students opportunities to explore interests, showcase talents, and build community.
- **Curriculum and Instruction:** Instruction is guided by the Texas Essential Knowledge and Skills (TEKS) and aligned with Birdville ISD's scope and sequences, unit plans, and curriculum previews. Key elements include common and campus-based assessments, explicit and systematic reading programs aligned with the Science of Teaching Reading and Bluebonnet Math
- **Assessment Practices:** Pre-K through 5th grade utilizes multiple screeners such as Circle Progress Monitoring, mClass, and Star Renaissance Reading/Math. Grades 3–5 also use district assessments and STAAR, while TELPAS measures growth for Emergent Bilinguals.
- **Professional Learning Communities (PLC+):** Grade-level PLCs meet weekly with the instructional coach to plan collaboratively, design assessments, and analyze student data through the PDSA (Plan-Do-Study-Act) cycle.
- **Technology Integration:** All classrooms are equipped with Chromebooks, computers, and Smart Boards. Students use educational platforms like Bluebonnet, Canvas, SeeSaw, Class Dojo, Progress Learning, and IXL. Teachers monitor student use with GoGuardian and use AWARE to create assessments and analyze data. A digital learning specialist provides ongoing support and training.
- **Social and Emotional Learning (SEL):** Hardeman emphasizes SEL through campus-wide use Capturing Kids Hearts and CHAMPS for consistent behavior expectations, as well as Character Strong and Thrive, a curriculum designed to build student character and foster whole-child development

School Processes & Programs Strengths

Grace E. Hardeman has identified the following strengths

- Weekly PLC+ and extended ART PLC (once a month) with the instructional facilitator and admin to internalize Bluebonnet curriculum and analyze data.
- Weekly team planning to identify effective instructional strategies and individual student needs.
- MTSS meetings to identify students in need of additional interventions and provide early intervention strategies for those students once a month with Sped and EB students.
- A comprehensive curriculum provided by Birdville Independent School District that addresses the TEKs
- One-to-one technology devices are provided to students
- Teachers provide students with instruction geared to their individual needs
- Steam lab and computer lab are part of the Specials rotations
- Wireless access points throughout the building
- Digital learning specialist available for campus needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: K-2 reading achievement indicates a significant need for strengthening foundational literacy skills, with 49% of students currently performing below benchmark on the mCLASS Reading assessment. This demonstrates a need to increase the number of primary students developing the foundational reading skills necessary for future grade-level success.
Root Cause: Foundational reading instruction and intervention have not been consistently implemented across K-2 with the intensity and differentiation necessary to meet the needs of students performing below benchmark.

Problem Statement 2: While the majority of students are achieving at the Approaches level across subjects, gaps remain in students reaching Meets and Masters, particularly in early grade RLA (Grade 3: 55% Meets, 28% Masters) Math (Grade 3 49% Meets, 26% Masters) and Grade 4 Mathematics (62% Meets, 30% Masters). Additionally, Grade 5 Science lags behind other content areas, with only 25% Meets and 6% Masters.
Root Cause: Early grade instruction is not consistently providing the rigor needed for students to build a strong foundation, resulting in fewer students meeting or mastering standards in Grade 3 RLA /Math and Grade 4 Math. Science instruction was impacted by challenges with consistently implementing the curriculum and establishing effective instructional systems and routines.

Problem Statement 3: As Hardeman begins implementing Capturing Kids' Hearts, staff need a consistent understanding and implementation of CKH practices to ensure clear behavioral expectations and support positive student behavior, engagement, and learning.
Root Cause: Staff are in the early stages of implementing Capturing Kids' Hearts and have not yet had sufficient time, practice, and ongoing support to consistently apply CKH practices across all classrooms and settings.

Problem Statement 4: Parent awareness of campus behavior and safety programs is limited, with only 20% of respondents reporting familiarity with PBIS and high levels of uncertainty regarding other prevention programs.
Root Cause: Parent awareness of Capturing Kids' Hearts (CKH) is limited because Hardeman began implementing the program this school year, and families have not yet had sufficient exposure to its practices, language, and behavioral expectations.

Problem Statement 5 (Prioritized): Only 5 parents completed the safety and climate survey, limiting the school's ability to gather representative feedback and accurately identify parent perspectives on school safety, climate, and academic growth.
Root Cause: Limited communication methods, insufficient parent awareness, and minimal follow-up reminders contributed to low participation in the safety and climate survey. The survey was administered through FOCUS, and many parents may not have logged in to complete it due to limited communication or understanding of how to access the survey. As a result, parent response rates were low and may not fully repr

Problem Statement 6: Approximately 12% of students reported not having a trusted adult on campus, indicating a need to continue strengthening meaningful student-to-staff relationships.
Root Cause: Consistent relationship-building practices and intentional opportunities for every student to connect with a trusted adult have not yet been fully established across all campus settings

Perceptions

Perceptions Summary

Student Perceptions — 146 Responses

Students reported generally positive relationships and safety perceptions.

- **87.7%** reported having a trusting adult on campus.
- **93.2%** reported having a trusting peer on campus.
- **71.2%** reported being involved in an extracurricular activity.
- **65.1%** reported awareness of PBIS.
- **72.6%** reported receiving bullying-prevention training.
- **77.4%** reported receiving cyberbullying-prevention training.
- **82.9%** reported training/awareness of Anonymous Alerts.
- **86.3%** reported training in Character Strong.

Staff Perceptions — 18 Responses

- **100%** reported that the visitor ID policy was being followed.
- **100%** reported following interior-door safety expectations.
- **88.9%** indicated that staff monitor hallways.
- **94.4%** reported they could implement PBIS, an increase of 9.3 percentage points from the previous year.
- **88.9%** reported knowledge of bullying prevention.
- **88.9%** reported knowledge of cyberbullying prevention.
- **94.4%** reported knowledge of Anonymous Alerts.
- **100%** reported knowledge of Character Strong.
- **61.1%** reported knowledge of Life Line/Suicide Prevention.
- **100%** indicated that the campus is safe and orderly, an increase of 8.5 percentage points.

Parent Perceptions — 5 Responses

- **80%** reported their child has a trusting adult on campus.
- **100%** reported their child has a trusting peer.
- **40%** reported their child participates in an extracurricular activity.
- **100%** indicated that the visitor ID policy was observed.
- **100%** reported no concerns with open/unlocked doors.
- **100%** reported seeing staff monitoring hallways.
- **20%** reported being familiar with PBIS, while the remaining parents reported either not being familiar or being unsure.
- **100%** were unsure about several district prevention programs, including bullying prevention, cyberbullying prevention, Anonymous Alerts, Character Strong, and Life Line. The report specifically cautions that only 5 parents responded, compared with 46 the previous year.

Perceptions Strengths

- Strong student relationships: 87.7% of students reported having a trusted adult on campus, and 93.2% reported having a trusted peer.
- Growth in student connections: Students reporting a trusted adult increased by 8.1 percentage points, while trusted peer relationships increased by 2.4 points.
- Strong staff perception of campus safety: 100% of staff respondents indicated the campus is safe and orderly, an increase of 8.5 percentage points from the previous year.
- Consistent safety procedures: 100% of staff reported that visitor ID and interior-door policies were being followed.
- Strong behavioral-support knowledge: 94.4% of staff reported being able to implement PBIS, an increase of 9.3 percentage points.
- Positive culture of respect: Staff perceptions that respect for all is emphasized increased by 2.9 percentage points.
- Increased student involvement: Student participation in extracurricular activities increased by 7.1 percentage points, supporting greater student connection and belonging.

Hardeman demonstrates a strong culture of safety, positive student relationships, and effective safety practices. Students report high levels of connection with trusted adults and peers, while staff report strong confidence in campus safety, behavioral supports, and established safety procedures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent awareness of campus behavior and safety programs is limited, with only 20% of respondents reporting familiarity with PBIS and high levels of

uncertainty regarding other prevention programs.
Root Cause: Parent awareness of Capturing Kids' Hearts (CKH) is limited because Hardeman began implementing the program this school year, and families have not yet had sufficient exposure to its practices, language, and behavioral expectations.

Problem Statement 2 (Prioritized): Only 5 parents completed the safety and climate survey, limiting the school's ability to gather representative feedback and accurately identify parent perspectives on school safety, climate, and academic growth.
Root Cause: Limited communication methods, insufficient parent awareness, and minimal follow-up reminders contributed to low participation in the safety and climate survey. The survey was administered through FOCUS, and many parents may not have logged in to complete it due to limited communication or understanding of how to access the survey. As a result, parent response rates were low and may not fully repr

Problem Statement 3: Approximately 12% of students reported not having a trusted adult on campus, indicating a need to continue strengthening meaningful student-to-staff relationships.
Root Cause: Consistent relationship-building practices and intentional opportunities for every student to connect with a trusted adult have not yet been fully established across all campus settings

Priority Problem Statements

Problem Statement 1: A high percentage (65.81%) of Hardeman students are identified as at-risk and require additional academic support. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes.

Root Cause 1: Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.

Problem Statement 1 Areas: Demographics - Student Achievement - Demographics - Student Learning

Problem Statement 2: Only 5 parents completed the safety and climate survey, limiting the school's ability to gather representative feedback and accurately identify parent perspectives on school safety, climate, and academic growth.

Root Cause 2: Limited communication methods, insufficient parent awareness, and minimal follow-up reminders contributed to low participation in the safety and climate survey. The survey was administered through FOCUS, and many parents may not have logged in to complete it due to limited communication or understanding of how to access the survey. As a result, parent response rates were low and may not fully repr

Problem Statement 2 Areas: School Culture and Climate - Family and Community Engagement - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: August 28, 2026

Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2026 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mCLASS (kindergarten reading and math), mCLASS (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), DCA's

Strategy 1 Details

Strategy 1: Maximize district resources by implement quality Tier 1 instructional priorities for students in grades Pre-K through 5th grade.

Actions: Provide tiered professional learning opportunities (including coaching cycles and PLC support) that are responsive to staff needs and build capacity to implement the campus improvement plan.

Support the Leaders of Learners team in leading the implementation of the district curriculum, identified resources, and instructional strategies.

Use student performance data to drive targeted support, interventions, and progress monitoring.

Implement district common assessments to ensure alignment of pacing, instruction, and expectations across grade levels.

Incorporate curriculum-embedded strategies to strengthen Tier I instruction and ensure equitable learning opportunities for all students.

fImplement the PDSA (Plan-Do-Study-Act) cycle to regularly gauge the effectiveness of instruction and adjust practices accordingly.

Staff Responsible for Monitoring: Principal, Assistant Principal, LOL team, and Instructional Facilitator

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Provide professional development to support teachers in effectively developing, administering, and analyzing student performance data to measure growth.

Actions: Provide professional development for all teachers in analyzing and using multiple sources of student data to guide focused instruction, targeted interventions, and approved accommodations.

Track student performance on district common assessments, screeners (mClass, Star Ren) during PLCs to monitor progress toward success on STAAR assessments.

Implement the PDSA (Plan-Do-Study-Act) cycle during PLCs to evaluate instructional effectiveness and adjust practices based on student outcomes.

Use student progress monitoring tools (e.g., data trackers, digital dashboards) to identify trends and provide timely feedback to teachers and students.

Provide tiered intervention supports (small groups, push-in, pull-out, tutoring) for students not meeting growth expectations, with a focus on EB, SPED, and Economically Disadvantaged subgroups.

Incorporate student goal-setting and conferencing to build ownership of learning and increase student accountability for growth.

g) Facilitate vertical alignment meetings to ensure instructional continuity and progress monitoring across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Title I:
2.51
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all emergent bilingual students as measured by state and district assessments.
Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: STAAR data, interim data, screener data (mclass, renaissance) and campus assessment data. TELPAS

Strategy 1 Details
Strategy 1: Strengthen staff capacity to implement the district's continuous improvement process by embedding mission statements, goal setting, the PDSA cycle, and classroom data folders into daily practice. **Actions:** Deliver clear expectations for the implementation of the continuous improvement process throughout the school year, guided by the continuous improvement rubric and BOY data. Monitor and provide feedback on the implementation of continuous improvement practices across the campus to ensure fidelity. Engage the Leaders of Learners team to analyze campus needs and determine next steps using the continuous improvement rubric. Conference with parents and students to review strengths and areas for growth in data, and collaborate to create personalized academic goals. Host campus content area events (e.g., Science Night, Math Night) to educate families and provide opportunities for students to practice academic skills in engaging ways. **Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitator, LOL team, staff **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Use the outcomes of MTSS meetings to guide the implementation of a multi-tiered system of support (MTSS), ensuring targeted interventions and resources are provided for identified student subgroups.

Actions: Review BOY, MOY, EOY, and ongoing progress monitoring data during MTSS meetings to identify students and subgroups needing interventions.

Match identified students with targeted, research-based interventions aligned to their academic or behavioral needs. (Utilize Hardeman Data spreadsheet)

Provide interventions during designated instructional blocks (inclusion, small groups, pull-outs).

Track student progress regularly using progress monitoring and classroom assessments. Document this in student's data folder.

Conduct weekly PLC+ to collaborate with teachers, specialists, and interventionists to review student progress, adjust supports and to internalize curriculum.

Communicate intervention plans and progress with families to strengthen home-school partnerships.

Apply the PDSA (Plan-Do-Study-Act) process to measure intervention effectiveness and adjust strategies based on student response.

Staff Responsible for Monitoring: Campus Administration, IF, LOL, Staff

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- 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

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the average daily attendance (ADA) for all students and staff by at least 1% as compared to prior year's attendance data.

Evaluation Data Sources: Weekly/monthly attendance reports

Strategy 1 Details
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance. **Actions:** Develop and communicate a clear campus attendance plan with all stakeholders (staff, students, and families). Monitor the attendance plan regularly and make adjustments throughout the year as needed. Track both student and staff attendance to ensure consistency and accountability. Provide meaningful incentives to encourage and celebrate strong student attendance. Implement strategies to identify and address the social needs of families that may prevent consistent attendance. Involve key stakeholders (counselor, attendance clerk, administrators, and student services) to help mitigate barriers. Utilize the district tribunal process as needed to address chronic absenteeism. **Staff Responsible for Monitoring:** Principal Assistant Principal IF STAFF

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve campus operations.

Evaluation Data Sources: None

Strategy 1 Details
Strategy 1: Establish a consistent campuswide continuous improvement process in which departments and teams use data to identify priority needs, test targeted changes in practice, monitor their impact, and adjust actions based on evidence to improve student and operational outcomes. **Actions:** Campus teams will demonstrate implementation of the PDSA process through data-based goal setting, evidence of implementation, short-cycle data reviews, and documented adjustments to practice. Use formative assessment, common assessment, and progress-monitoring data to identify student learning needs, establish measurable growth targets, and plan targeted instructional responses. Analyze student work and short-cycle assessment data to evaluate the impact of instructional responses and make timely adjustments to instruction, intervention, and supports when students are not demonstrating expected achievement or growth. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Facilitator

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase participation in the annual school safety survey by at least 10% each year through targeted outreach and intentional communication strategies that actively engage students, staff, and parents.

Evaluation Data Sources: district survey reports

Strategy 1 Details
Strategy 1: Increase the percentage of students/staff/and parents who engage in the school safety survey. **Actions:** Promote survey participation through multiple communication channels (newsletters, social media, school website, parent meetings). Encourage staff to share the importance of survey participation with students and families. Provide time and access during the school day for students and staff to complete the survey. Partner with PTA/parent organizations to increase parent awareness and participation. Monitor participation rates during the survey window and adjust outreach efforts as needed. **Staff Responsible for Monitoring:** Campus admin & all staff

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in worker's compensation claims compared to the previous year.

Evaluation Data Sources: Campus WC Report

Strategy 1 Details
Strategy 1: Implement the district-wide program designed to promote an accident-free work environment for all staff. **Actions:** Conduct regular safety trainings and refreshers for all staff. Review accident/incident reports monthly to identify patterns and root causes. Implement proactive measures (PPE, clear procedures, signage, equipment checks) to minimize risks. Engage the campus Safety Committee to monitor and address potential hazards. Communicate safe work practices consistently through meetings, newsletters, and reminders. Ensure all safe schools are complete and encourage staff to view additional trainings available. **Staff Responsible for Monitoring:** Campus Admin & staff, Custodial staff