Birdville Independent School District

W.A. Porter Elementary

2026-2027 Initial Plan

Mission Statement

We will promote excellence by empowering children to reach their individual potential within a supportive learning community.

Vision

The vision at W.A. Porter is to recognize the potential of each child and to guide the child in building confidence, leadership potential, academic, and social skills in an environment that is safe and promotes respect for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

W. A. Porter Elementary School, established in 1975, is located in northeast Tarrant County and serves portions of three municipalities: North Richland Hills, Hurst, and Colleyville. The school draws students from neighborhoods that range from urban, low-income communities to upper-middle-class suburban areas.

The campus currently serves **554 students in grades EE–5**. The student population is composed of **63.54% White (352), 22.92% Hispanic (127), 4.69% Asian (26), 3.25% African American (18), and 5.05% two or more races (28)**. Approximately **14.98% (83)** of students are identified as Economically Disadvantaged. Over the past decade, the percentage of Hispanic students has steadily increased, while the percentage of White students has gradually declined. During the same period, the percentage of English Language Learners has risen, though the number of students identified as Limited English Proficient has stabilized at **6.86% (38)** for the past three years. Enrollment trends show a slight increase in Asian students and a slight decrease in African American students. Overall, student enrollment has remained relatively stable over the last 12 years, with only minor fluctuations.

A distinguishing characteristic of W. A. Porter is its diverse range of student needs and strengths. The campus serves a **higher-than-average percentage of students receiving Special Education services (25.63%, 142)**, while also supporting a robust **Gifted and Talented population (14.08%, 78)**. Additionally, W. A. Porter is the **Regional Day School for the Deaf (PK–5)**, serving students from Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, and Eagle Mountain-Saginaw ISDs. Students in the Deaf Education program account for **6.86% (38)** of the total enrollment. We also serve a bahavior unit(PASS) on our campus that focuses on how to teach students zones of regulation. We serve approximately 8-12 students each year.

The teaching staff consists of **38 educators**, of whom **97.4% are female and 97.4% are White, with 2.6% identifying as two or more races** (2023–2024 TAPR data). Teacher retention remains high, with little staff turnover, which contributes to a stable and experienced faculty. The distribution of teaching experience is as follows: **18% have 1–5 years of experience, 15.7% have 6–10 years, 25.1% have 11–20 years, and 32.2% have more than 20 years of experience**. The average length of service within BISD is **15.7 years**. All teachers hold a bachelor's degree, and **34.6% hold a master's degree**. In recent years, several staff members have advanced into instructional leadership or pursued administrative credentials, reflecting the campus's commitment to professional growth and leadership development.

The **student attendance rate** for the most recent year was **97.06%**. The percentage of students identified as Economically Disadvantaged (**14.98%**,83) decreased from the previous year, while the percentage of **at-risk students (46.03%, 255)** has increased by approximately 10% over the past three years.

Demographics Strengths

- **Stable Enrollment:** Student enrollment has remained consistent over the past 13 years, providing continuity for long-term planning and a strong sense of community.
- **Diverse Student Needs:** W. A. Porter serves a broad range of students, including a higher-than-average percentage of both Special Education (25.63%) and Gifted and Talented students (14.08%), demonstrating the campus's ability to support students across the learning spectrum.
- **Regional Leadership in Deaf Education:** As the Regional Day School for the Deaf, Porter serves students from multiple districts, providing specialized programming and expertise that benefit both students and staff.

- **Shifting Diversity:** While the student population remains majority White, the steady increase in Hispanic students and other groups reflects growing cultural and linguistic diversity, enriching the school environment and preparing students to thrive in diverse communities.
- **Experienced and Stable Staff:** Teacher retention is high, with very little turnover. The majority of teachers have more than 10 years of experience, and the average service in BISD is 15.7 years, ensuring instructional consistency and deep knowledge of district expectations.
- **Highly Qualified Teachers:** 100% of teachers hold a bachelor's degree, and more than one-third (34.6%) hold a master's degree, reflecting a well-educated and professionally invested faculty.
- **Leadership Development Culture:** Several teachers have advanced into instructional coach or administrative roles in recent years, showing a strong culture of professional growth and leadership development on campus.
- **Strong Attendance:** With a student attendance rate of 97.06%, students are consistently engaged in learning and benefit from a stable academic environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus serves a higher-than-average population of Special Education students (25.63%) while also maintaining a strong Gifted and Talented population (14.8%), creating challenges in meeting the needs of both groups simultaneously.
Root Cause: There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.

Student Learning

Student Learning Summary

2025-2026 STAAR Scores

3rd Grade

- 3rd grade reading scores had 85.54%(70) of our students score Approaches, 66.27%(56 students) score Meets and 33.73%(28students) score Masters.
- 3rd grade math scores we had 85.19%(68 students) score Approaches, 67.9%(55 students) scored Meets and 45.68%(37 students) score Masters.

4th Grade

- 4th grade reading had 81.82%(73 students) of our students score Approaches, 56.18%(58 students) score Meets and 30.34%(30 students) score Masters.
- 4th grade math had 67.42%(60 students) of students score Approaches, 63.86%(50 students) scored Meets, and 36.14%(27 students) scored Masters.

5th Grade

- 5th grade Reading had 94.05%(79 students) of students score Approaches, 76.19%(64 students) score Meets and 53.57%(45 students) score Masters.
- 5th grade Math we had 90.59% (77 students) of students score Approaches, 71.76%(61 students) score Meets and 41.18%(35 students) score Masters.
- 5th grade Science scores had 94.12%(80 students) of students score Approaches, 77.65%(66 students) score Meets and 54.12%(46 students) of students score Masters.

Student Learning Strengths

Third grade scores went up overall in each category except Meets.

	Approaches	Meets	Masters
2024-2025 Reading STAAR	84.71	67.74	31.78
2025-2026 Reading STAAR	85.54	66.27	33.73

Third Grade Math scores went slightly up in Approaches and Meets and had a good increase in Masters scores in comparison to the previous year. Third Grade math was in quadrant 1 in state campus comparison groups in Masters scores

	Approaches	Meets	Masters
2024-2025 3rd Grade Math STAAR	84.78%	66.3%	39.13%
2025-2026 3rd Grade Math STAAR	85.19%	67.9%	45.68%

Fourth Grade Reading scores did take a dip in approaches, but our Meets and Masters scores went up which was a focus on our campus.

	Approaches	Meets	Masters
2024-2025 4th Grade Reading STAAR	94.38%	64.04%	25.84%
2025-2026 4th Grade Math STAAR	81.61%	66.67%	34.48%

Fifth grade Math remained constant from strong scores from the previous year.

	Approaches	Meets	Masters
2024-2025 5th Grade Math STAAR	91.46%	71.95%	41.45%
2025-2026 5th Grade Math STAAR	90.59%	71.76%	41.18%

Fifth Grade Reading made gains in Approaches and Masters.

	Approaches	Meets	Masters
2024-2025 5th Grade Reading STAAR	92.6	81.48	48.15
2025-2026 5th Grade Reading STAAR	94.05	76.19	53.57

Fifth Grade Science scores showed significant gains in Meets and Masters scores.

	Approaches	Meets	Masters
2024-2025 5th Grade Science STAAR	92.5%	62.5%	28.75%
2025-2026 5th Grade Science STAAR	94.12%	77.65%	54.12%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our campus achieved a commendable score of 82 in Domain 2A on the STAAR report card, reflecting that the majority of our students are meeting grade-level expectations. However, we are aware of the challenges posed by a significant number of students who experienced a drop in performance levels from the STAAR test in 2025 to 2026, and we are committed to addressing this issue.
Root Cause: Although the campus had strong overall student performance, systems for monitoring students who were at risk of declining from one year to the next were not consistently implemented. Student data was not always used to identify specific gaps, provide timely targeted support, and monitor progress throughout the year.

Problem Statement 2 (Prioritized): The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations.
Root Cause: For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items.

Problem Statement 3 (Prioritized): Our school has experienced a notable decline in 4th grade math performance, as evidenced by 27 students dropping a level of performance. This decline has significantly impacted our overall A-F accountability rating, highlighting an urgent need to address the factors contributing to this drop and implement targeted interventions to support our students' mathematical development and academic success
Root Cause: Students demonstrated significant academic growth in math; however, there was a disconnect between their mathematical learning and their ability to apply that learning to the rigor and application demands of STAAR. Students needed more consistent opportunities to apply mathematical concepts to complex, multi-step, and STAAR-aligned problems.

Problem Statement 4 (Prioritized): Students receiving services through specialized programs are not consistently demonstrating expected levels of academic growth on the STAAR assessment. While students are making progress through targeted supports and interventions, this growth is not consistently translating to grade-level performance and increased STAAR achievement.
Root Cause: Students' reading levels and academic readiness are not consistently aligned with the grade-level rigor and reading demands of STAAR.

School Processes & Programs

School Processes & Programs Summary

Campus Programs and Support Services
W. A. Porter Elementary provides a wide range of specialized programs to meet the diverse needs of our students. Currently, 14.98% of our students are served through the free/ reduced lunch program, 25.63% receive special education services (including students served through the Regional Day School for the Deaf and our behavior program), and 14.08% participate in the Gifted and Talented program.

Intervention programs are in place to assist students who require additional academic support. These targeted interventions are designed to address specific learning gaps, helping students to achieve grade-level proficiency and build confidence in their abilities. Progress monitoring is consistently utilized to guide grouping decisions and adjust instruction.

Social-Emotional and Behavioral Support
This year, Porter Elementary will continue implementation of *Capturing Kids' Hearts*, emphasizing the importance of building strong relationships with students by reaching their hearts before their minds. Teachers and students develop and adhere to classroom and campus-wide social contracts, while students are empowered to take active leadership roles in the program. Weekly team-building activities in PE provide opportunities for students to strengthen collaboration, problem-solving, and interpersonal skills in a fun and challenging environment.

As student behavior needs have increased with shifts in population, a renewed emphasis will be placed on proactive social-emotional learning strategies, student leadership, and problem-solving supports to maintain a positive and productive learning environment.

Community and Family Engagement
Porter Elementary benefits from an active and supportive community. Families participate in annual events such as the Panther Race, Open House, Data Nights, Back to school Bash, Valentine Dance, Fine Arts Day, Career Day and numerous PTA-sponsored activities. These events are designed to create meaningful opportunities for parents to engage with their children's learning, strengthening the home-school connection and building a culture of partnership.

Data-Driven Decision Making
Assessment data is carefully monitored throughout the year to guide instructional decisions. After each testing cycle, teachers participate in data meetings to review student growth, analyze performance trends, and adjust instruction accordingly. Additionally, monthly meetings with our digital learning specialist and Instructional Facilitator provide teachers with targeted support for integrating technology and strengthening instructional practices.

The Leadership of Learning (LOL) team meets regularly—at least once per month—to ensure teacher voice is represented in campus decisions, monitor progress toward student outcomes, and refine processes that are not yielding intended results.

Curriculum, Instruction, and Professional Learning
Vertical teaming has been an effective structure for aligning curriculum and developing consistent instructional strategies across grade levels. This year, vertical collaboration will expand to include a focus on writing, using a campus-wide rubric to improve Extended Constructed Response performance. In mathematics, our new Bluebonnet Math curriculum will be supported through vertical team planning and collaboration, ensuring consistency, alignment, and strong implementation. Reading has adopted Bluebonnet for instruction, and Birdville has partnered with LIFT(Leadership and Instructional Foundations for Texas) to help provide coaching and strengthen the PLC meetings.

Professional Learning Communities (PLCs) are held weekly with the Instructional Facilitator, focusing on collaborative planning, data review, and identifying areas of growth. Teachers report that the PLC process has been valuable for tracking progress and making student-centered decisions.

Campus professional development continues to be tailored to staff needs, with input gathered through the LOL team. This ensures that professional learning is relevant, targeted, and directly aligned to areas of need. Staff feedback indicates high levels of satisfaction with the specificity and effectiveness of campus professional learning.

Attendance and Student Engagement
Attendance incentives were implemented consistently last year and were successful in generating student interest and resulting in an increase in attendance to 97.03%. Moving forward, the campus will explore additional strategies to positively influence daily attendance and increase student engagement.

School Processes & Programs Strengths

- **Specialized Student Support Programs**
    - Wide range of services tailored to student needs, including Special Education, the Regional Day School for the Deaf, Gifted and Talented, and our PASS program(Positive Approache to Student Success)
- **Data-Driven Instruction**
    - Regular data meetings after each assessment cycle allow for responsive instructional decisions.
    - Progress monitoring is consistently used to guide grouping and instruction.
    - PLCs meet weekly with an Instructional Facilitator to analyze data, track student growth, and make targeted instructional adjustments.
- **Curriculum Alignment and Vertical Collaboration**
    - Vertical teaming has strengthened curriculum alignment across grade levels and improved consistency of instructional practices.
    - Expanded vertical teaming in writing with a campus-wide rubric supports stronger Extended Constructed Responses.
    - Implementation of Bluebonnet Math supported by vertical teams ensures fidelity and alignment in mathematics instruction.
- **Professional Learning and Staff Development**
    - Professional development is intentionally designed based on staff input through the LOL team, making training relevant and targeted.
    - Teachers report high satisfaction with the specificity of PD opportunities.
    - The PLC process is well established and viewed positively by staff.
- **Social-Emotional Learning and Behavior Supports**
    - Capturing Kids' Hearts provides a structured approach to building relationships and promoting positive student behavior. Our campus became a Showcase Campus for 2024-2025. This was a great honor that we have worked hard for.
    - Student leadership opportunities within CKH empower students and enhance campus culture.
    - Weekly team-building activities in PE strengthen collaboration, problem-solving, and life skills.
- **Community and Family Engagement**

- Strong community involvement through events such as the Panther Race, Open House, Back to School Bash, Career Day, Fine Arts Day, Valentine Dance, Data Nights, and PTA activities.
- Events foster meaningful family engagement and strengthen home-school partnerships.

- **Campus Leadership and Communication**
  - The Leadership of Learning (LOL) team ensures teacher voice is included in decision-making.
  - LOL meetings occur regularly to monitor effectiveness of processes and adjust as needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There were accidents on campus where worker's compensation had to be used for employees.
Root Cause: There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 2 (Prioritized): Over the past four years, our third-grade reading scores on the STAAR assessment have experienced a slight decline, with only a marginal improvement observed this year. Despite this recent uptick, our overall performance remains below the expected level, indicating a need for targeted intervention and strategic improvement.
Root Cause: A significant factor contributing to this issue is the insufficient integration of STAAR-like questioning and spiraling throughout the academic year. The current curriculum may not adequately challenge students with the level of rigor required by the STAAR assessment, leading to gaps in comprehension and critical thinking skills. By enhancing our instructional strategies to include more frequent a

Problem Statement 3 (Prioritized): Our intervention systems have helped struggling students make strong academic growth. We have provided the same level of support to our higher-achieving students, but the growth results have not been as strong as we expected. We need to better understand how to help these students continue growing academically.
Root Cause: Students made strong academic growth throughout the year, but we did not consistently ensure that higher-achieving students could transfer that learning to the types of thinking, application, and problem-solving required on the STAAR assessment.

Problem Statement 4 (Prioritized): While the discipline referrals are not high in comparison to other campuses, there was a slight increase in referrals, indicating that a need for greater consistency in student behavior expectations, classroom management, and proactive behavior support.
Root Cause: Inconsistent implementation of campus-wide behavior expecations and proactive behavior strategies has resulted in varying student expectations and proactive behavior strategies has resulted in varying student expectations and responses to behavior across classrooms.

Problem Statement 5 (Prioritized): Although the campus maintained the highest attendance rate in the district, a small number of students with elevated absences were not identified and referred in a timely manner through the campus attendance and tribunal process.
Root Cause: Attendance monitoring and intervention processes were not consistently identifying students with emerging attendance concerns early enough to ensure timely referrals and follow-up.

Problem Statement 6 (Prioritized): Although the campus consistently implements safety and security drills with fidelity, 100% student accountability is not consistently achieved during every drill, creating an opportunity to strengthen procedures for timely and accurate student accounting.
Root Cause: Accountability procedures and communication among staff during drills can result in occasional delays or discrepancies in confirming that all students are accounted for.

Perceptions

Perceptions Summary

Porter Elementary is consistently recognized for its strong culture of attendance, ranking at or near the top in the district. With very low absenteeism and few discipline issues, students contribute daily to a climate that values learning and high expectations. Our staff maintains rigorous academic and behavioral standards, and when new programs were introduced, students quickly embraced the positive culture modeled by their peers. Staff members poured into those students, ensuring they felt valued and part of the Porter family.

The inclusive spirit of our school is evident in our Deaf Education program, where both students and staff are embraced by the entire community and made to feel loved and supported. This same sense of belonging extends to parents and community members. Parents are highly involved, volunteering their time and resources to support teachers and programs, while our PTA works tirelessly to provide opportunities and events that enrich the school experience for all students.

Intervention programs are in place to assist students who require additional academic support. These targeted interventions are designed to address specific learning gaps, helping students to achieve grade-level proficiency and build confidence in their abilities.

Staff culture at Porter is another key strength. With a very low turnover rate, families benefit from stability and consistency year after year. Staff morale is high, with 97% of teachers reporting a positive school culture and feeling included in campus decision-making. Parents echo this positivity, with 96% strongly agreeing that the school is safe and that their children are cared for and loved by teachers. Porter’s culture is one of high expectations, safety, care, and inclusivity.

While survey data reflects many areas of strength, one need was identified. Twenty two percent of students reported that they do not feel recognized for their good work. This highlights an opportunity for the campus to further enhance student recognition systems so that every child feels celebrated for their achievements and contributions. By building on our existing culture of excellence, we can ensure that all students experience both high expectations and the joy of being acknowledged for their efforts.

Our campus was selected as a National Showcase Campus for Capturing Kids' Hearts where students, staff and families completed surveys that were overwhelming well above average ratings which earns that distinction.

One great thing our surveys showed is that many staff members other than teachers were selected as a student's most trusted adult in school. This is something that our campus excels in when everyone knows that every student is OUR student where each and every one of our staff members believe in the whole child.

Perceptions Strengths

- **Positive School Climate:** 96% of staff report a positive culture with high morale, and parents consistently describe Porter as a welcoming and supportive environment that feels like a private school.
- **Safe and Caring Environment:** 98% of parents strongly agree that their children are safe at school and feel loved and cared for by their teachers. 94% of our parents feel that their child has a trusting relationship with their child.

- **Strong Attendance Culture:** Porter consistently ranks at or near the top in district attendance with this year being over 97% reflecting a culture that values learning and prioritizes being present.
- **High Behavioral Expectations:** The campus has very few discipline issues, and students in discipline programs have been positively influenced by Porter's established culture.
- **Inclusive Community:** Both the general education, Deaf Education programs and the PASS program benefit from a school-wide culture of belonging, where students and staff feel valued and supported.
- **Staff Stability:** With very low turnover, Porter provides families with consistency and stability, contributing to long-term relationships and trust.
- **Parent and Community Involvement:** Parents and PTA members are highly engaged, offering time, resources, and volunteerism to enrich student experiences and support teachers.
- **Staff Empowerment:** Teachers feel included in decision-making, which fosters buy-in and strengthens the collaborative school culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 71% of students reported feeling that they are treated fairly at school, indicating a need to strengthen students' perceptions of fairness, consistency, and equitable treatment across the campus.
Root Cause: Inconsistent implementation of behavior expectations and responses across classrooms and settings has led to varying student perceptions of fairness and consistency.

Problem Statement 2 (Prioritized): Parents have expressed that campus communication can feel fragmented due to information being shared through multiple platforms and sources. This can make it difficult for families to know where to find important information and may result in missed or duplicated communications.
Root Cause: The campus utilizes multiple means of communication to keep families informed, which can sometimes result in information being shared through several platforms or repeated across different sources. While these multiple communication methods are intended to increase access to information, they can create a sense of duplication and make communication feel less streamlined for parents

Problem Statement 3 (Prioritized): Although the campus has a strong and highly qualified staff, there is a need to ensure continued professional growth and consistency in instructional practices so that all staff members have the knowledge, skills, and support needed to maximize student achievement.
Root Cause: Professional learning and coaching opportunities are not always differentiated to address the specific instructional needs identified through classroom observations, student data, and campus priorities.

Priority Problem Statements

Problem Statement 1: There were accidents on campus where worker's compensation had to be used for employees.

Root Cause 1: There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The campus serves a higher-than-average population of Special Education students (25.63%) while also maintaining a strong Gifted and Talented population (14.8%), creating challenges in meeting the needs of both groups simultaneously.

Root Cause 2: There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our campus achieved a commendable score of 82 in Domain 2A on the STAAR report card, reflecting that the majority of our students are meeting grade-level expectations. However, we are aware of the challenges posed by a significant number of students who experienced a drop in performance levels from the STAAR test in 2025 to 2026, and we are committed to addressing this issue.

Root Cause 3: Although the campus had strong overall student performance, systems for monitoring students who were at risk of declining from one year to the next were not consistently implemented. Student data was not always used to identify specific gaps, provide timely targeted support, and monitor progress throughout the year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations.

Root Cause 4: For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Over the past four years, our third-grade reading scores on the STAAR assessment have experienced a slight decline, with only a marginal improvement observed this year. Despite this recent uptick, our overall performance remains below the expected level, indicating a need for targeted intervention and strategic improvement.

Root Cause 5: A significant factor contributing to this issue is the insufficient integration of STAAR-like questioning and spiraling throughout the academic year. The current curriculum may not adequately challenge students with the level of rigor required by the STAAR assessment, leading to gaps in comprehension and critical thinking skills. By enhancing our instructional strategies to include more frequent a

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our intervention systems have helped struggling students make strong academic growth. We have provided the same level of support to our higher-achieving students, but the growth results have not been as strong as we expected. We need to better understand how to help these students continue growing academically.

Root Cause 6: Students made strong academic growth throughout the year, but we did not consistently ensure that higher-achieving students could transfer that learning to the types of thinking, application, and problem-solving required on the STAAR assessment.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Only 71% of students reported feeling that they are treated fairly at school, indicating a need to strengthen students' perceptions of fairness, consistency, and equitable treatment across the campus.

Root Cause 7: Inconsistent implementation of behavior expectations and responses across classrooms and settings has led to varying student perceptions of fairness and consistency.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Our school has experienced a notable decline in 4th grade math performance, as evidenced by 27 students dropping a level of performance. This decline has significantly impacted our overall A-F accountability rating, highlighting an urgent need to address the factors contributing to this drop and implement targeted interventions to support our students' mathematical development and academic success

Root Cause 8: Students demonstrated significant academic growth in math; however, there was a disconnect between their mathematical learning and their ability to apply that learning to the rigor and application demands of STAAR. Students needed more consistent opportunities to apply mathematical concepts to complex, multi-step, and STAAR-aligned problems.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Parents have expressed that campus communication can feel fragmented due to information being shared through multiple platforms and sources. This can make it difficult for families to know where to find important information and may result in missed or duplicated communications.

Root Cause 9: The campus utilizes multiple means of communication to keep families informed, which can sometimes result in information being shared through several platforms or repeated across different sources. While these multiple communication methods are intended to increase access to information, they can create a sense of duplication and make communication feel less streamlined for parents

Problem Statement 9 Areas: Perceptions

Problem Statement 10: While the discipline referrals are not high in comparison to other campuses, there was a slight increase in referrals, indicating that a need for greater consistency in student behavior expectations, classroom management, and proactive behavior support.

Root Cause 10: Inconsistent implementation of campus-wide behavior expecations and proactive behavior strategies has resulted in varying student expectations and proactive behavior strategies has resulted in varying student expectations and responses to behavior across classrooms.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Although the campus maintained the highest attendance rate in the district, a small number of students with elevated absences were not identified and referred in a timely manner through the campus attendance and tribunal process.

Root Cause 11: Attendance monitoring and intervention processes were not consistently identifying students with emerging attendance concerns early enough to ensure timely referrals and follow-up.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Although the campus has a strong and highly qualified staff, there is a need to ensure continued professional growth and consistency in instructional practices so that all staff members have the knowledge, skills, and support needed to maximize student achievement.

Root Cause 12: Professional learning and coaching opportunities are not always differentiated to address the specific instructional needs identified through classroom observations,

student data, and campus priorities.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Although the campus consistently implements safety and security drills with fidelity, 100% student accountability is not consistently achieved during every drill, creating an opportunity to strengthen procedures for timely and accurate student accounting.

Root Cause 13: Accountability procedures and communication among staff during drills can result in occasional delays or discrepancies in confirming that all students are accounted for.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Students receiving services through specialized programs are not consistently demonstrating expected levels of academic growth on the STAAR assessment. While students are making progress through targeted supports and interventions, this growth is not consistently translating to grade-level performance and increased STAAR achievement.

Root Cause 14: Students' reading levels and academic readiness are not consistently aligned with the grade-level rigor and reading demands of STAAR.

Problem Statement 14 Areas: Student Learning

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, 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 grade 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 2A: Student Growth by ensuring every student demonstrates at least one year's academic growth in reading and mathematics. Increased student growth will also contribute to higher levels of academic achievement, resulting in more students performing at the Meets and Masters Grade Level standards on the spring 2027 STAAR assessment and positively impacting Domain 1: Student Achievement, Domain 2B: Relative Performance, and Domain 3: Closing the Gaps performance levels for state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: A. CLI (Center for Improving the Readiness of Children for Learning and Education)Circle(Pre-K reading and math)
B. Renaissance Math(1-5)
C. mCLASS(Kinder reading and math), mClass(grades 1-2 reading)
D. Renaissance Reading (3-5), 1st and 2nd grade reading comprehension measured by Renaissance
E. District Curriculum Assessments
F. Bluebonnet Unit Assessments
G. New digital student data folders
I. T-Tess SLO(Student Learning Objective) and Professional Learning Goals
J. STAAR 2026-2027 results
K. STAAR Released Assessment
L. Utilize Lead4Ward resources and have Lead4Ward train staff on 2 different dates.

Strategy 1 Details

Strategy 1: Implement a consistent data-driven cycle using BOY, MOY, EOY, and ongoing progress-monitoring data to identify student needs, provide targeted instruction and intervention, and monitor individual growth. PLCs and campus leadership will regularly analyze data and adjust instruction to ensure all students are on track for at least one year's growth in reading and mathematics.

Actions: A. Analyze BOY, MOY, EOY, and progress-monitoring data to identify student strengths, needs, and growth targets.
B. Establish individual student growth goals in reading and mathematics and monitor progress throughout the year.
C. Use PLCs to analyze student data and determine targeted instructional responses for students not on track for growth.
D. Provide targeted small-group intervention and enrichment based on identified student needs.
E. Monitor curriculum and instructional fidelity through walkthroughs, lesson-plan reviews, and PLCs.
F. Conduct regular campus data reviews to identify students needing additional support and adjust interventions.
G. Increase opportunities for rigorous, grade-level instruction and application to prepare students for Meets and Masters performance on STAAR.

Staff Responsible for Monitoring: Administration
LOL team
Teachers
Instructional Facilitator

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

Strategy 2 Details

Strategy 2: Ensure consistent implementation of the district curriculum, High Quality Instructional Materials (HQIM), and state-approved instructional materials by aligning instructional practices to the district's LIFT grant priorities, PLC+ continuous improvement process, and evidence based instructional framework to improve student achievement.

Actions: A. Conduct regular instructional walkthroughs to monitor fidelity to Bluebonnet and other district-adopted HQIM and provide timely feedback.
B. Use PLC+ meetings to collaboratively internalize upcoming lessons, identify essential learning, anticipate student misconceptions, and plan high-impact instructional strategies.
C. Provide targeted professional learning and coaching based on walkthrough data, student performance, and identified instructional needs.
D. Use common formative assessments and progress-monitoring data to identify student needs and adjust instruction, intervention, and enrichment.
E. Develop and monitor campus look-fors aligned to the district's evidence-based instructional framework to ensure consistency in high-quality instructional practices.
F. Use the PLC+ continuous improvement process to analyze student work, identify instructional gaps, implement adjustments, and monitor the impact on student learning.
G. Monitor implementation of LIFT grant priorities through walkthroughs, PLC documentation, professional learning, and student achievement data to ensure campus practices align with district expectations.

Staff Responsible for Monitoring: Teachers
Administrators
Reading and Math Interventionist
Instructional Facilitators

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

Strategy 3 Details

Strategy 3: Coordinate processes that promote and support personalized learning for students in reading and math to enhance overall achievement and close gaps in core content areas.

Actions: A. Host and participate in instructional focus walks with other campuses as well as our own to tighten alignment.
B. Use PLCs to analyze student data and design targeted small-group instruction.
C. Use district monitoring guide to monitor instructional delivery
D. Focused campus walk-throughs with admin and LIFT grant coaches focusing on Continuous Improvement and Tier 1 priorities.
E. Utilize district resources with tier 1, 2 and 3 students during interventions and small group instruction.
F. Campus admin and our Instructional Facilitator will work in vertical teams to tighten practices used in K through 5th grade to focus on common language and alignment of Bluebonnet curriculum.
H. Utilize District Content Coordinators, Digital Learning Specialist and Instructional Facilitator as an instructional support.
I. Offer professional development on strategies for differentiation, scaffolding, and culturally responsive instruction.
J. Administer District Common Assessments and analyze the resulting data to guide instructional decisions and monitor regression.
K. Utilize tutors to focus on priority needs for individual student groups through a designated WIN(What I Need) time.

Staff Responsible for Monitoring: Administration, Instructional Facilitator and teachers

TEA Priorities:
Build a foundation of reading and math

Strategy 4 Details

Strategy 4: Increase student growth and achievement for students receiving specialized services by strengthening specially designed instruction, providing targeted staff training and support, and using student data to individualize instruction and monitor progress.

Actions: A. Use student data and progress-monitoring results to identify individual academic needs and establish targeted growth goals for students receiving specialized services.
B. Strengthen specially designed instruction by aligning IEP goals, accommodations, and instructional strategies with grade-level standards and curriculum.
C. Provide targeted professional learning and coaching for teachers and staff on evidence-based strategies for supporting students in specialized programs.
D. Use PLCs and collaborative planning to analyze student progress, share effective instructional practices, and adjust instruction based on student needs.
E. Provide targeted intervention and enrichment opportunities based on student performance data to accelerate academic growth and close identified gaps.
F. Monitor student growth at regular intervals and use progress-monitoring data to adjust services, interventions, and instructional supports when students are not making expected progress.

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach

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

Strategy 5 Details

Strategy 5: Strengthen and monitor a comprehensive Gifted/Talented instructional plan that provides appropriately challenging, differentiated learning opportunities aligned to grade-level standards while ensuring GT students demonstrate measurable academic growth in reading and mathematics.

Actions: A. Ensure GT students receive appropriately rigorous, differentiated instruction within Tier I reading and mathematics instruction.
B. Provide opportunities for GT students to engage in higher-level thinking, problem-solving, inquiry, and application of grade-level standards.
C. Use PLCs to monitor GT student growth and identify instructional adjustments needed to increase academic progress.
D. Develop targeted learning opportunities and extensions for students who demonstrate mastery of grade-level content.
E. Monitor GT student performance throughout the year using common assessments, district-approved screeners, and STAAR data to ensure continued growth.
F. Analyze BOY, MOY, EOY, and STAAR data to identify GT students' academic strengths, areas for growth, and progress toward individual growth targets.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Academic Coach and District Trainer.

Strategy 6 Details

Strategy 6: Strengthen fourth-grade mathematics instruction through targeted reteaching, consistent spiraling of priority skills, and intentional integration of STAAR-level rigor to increase student performance and prevent declines in achievement levels.

Actions: A. Analyze STAAR and progress monitoring assessment data to identify priority TEKS, skill gaps, and misconceptions contributing to declines in fourth-grade mathematics performance.
B. Spiral previously taught and high-priority math skills into daily morning work to provide consistent retrieval, practice, and application throughout the year.
C. Use daily exit tickets aligned to TEKS and STAAR-level rigor to identify misconceptions and quickly adjust instruction and reteach identified skills.
D. Intentionally integrate STAAR-level rigor, multi-step problem solving, and application tasks into daily instruction while maintaining fidelity to the Bluebonnet Mathematics curriculum.
E. Use PLCs to regularly analyze student work and assessment data to plan targeted reteaching, intervention, and enrichment based on student needs.

Staff Responsible for Monitoring: Administration, Instructional Staff and Instructional Facilitator

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

Performance Objective 2: Close achievement gaps for identified student groups, including Asian, through access to rigorous grade-level instruction, targeted intervention, and intentional progress monitoring. By the end of the 2026-27 school year, identified student groups will demonstrate measurable improvement in reading and mathematics and meet established campus performance targets on state and district-approved assessments.

Reading: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Reading Language Arts will increase for each identified student group as follows: Asian from 62% to 67%.
Mathematics: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Mathematics will increase for each identified student group as follows: Asian from 69% to 73%.

Progress Monitoring: Campus and district leaders will monitor the progress of each identified student group toward established Reading and Mathematics performance targets throughout the 2026-27 school year using district-approved formative, interim, and progress-monitoring assessments. Results will be reviewed during established progress-monitoring checkpoints to determine whether students are demonstrating expected progress and whether instructional strategies, interventions, and supports should be continued, adjusted, or intensified.

High Priority

Evaluation Data Sources: District and State Assessment and Performance Data
Progress Monitoring Data from mClass, Circle, and Star Renaissance
PLC Notes
Observation Notes

Strategy 1 Details
Strategy 1: Strengthen differentiated Tier 1 instruction through intentional planning and identified best practices that respond to student learning needs while maintaining access to rigorous, grade-level instruction. **Actions:** 1. Teachers and PLCs will use formative, summative, and student-level assessment data to identify specific standards, skills, and student groups contributing to achievement gaps and use this information to strengthen lesson planning, anticipate misconceptions, plan differentiated instruction and flexible grouping, and identify appropriate scaffolds, accommodations, and checks for understanding while maintaining grade-level rigor. 2. Campus administrators and instructional support staff will monitor the implementation and effectiveness of differentiated Tier 1 instruction through PLC participation, collaborative lesson internalization and rehearsal, review of common formative assessments and student work, coaching conversations, and scheduled and unscheduled classroom observations. Feedback and support will focus on the alignment between identified student needs, instructional planning, classroom implementation, and student outcomes. 3. Campuses will protect collaborative planning and PLC+ time and prioritize coaching, instructional support, professional learning, and other resources for grade levels, content areas, and identified student groups demonstrating the greatest need based on ongoing assessment and progress-monitoring data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator

Strategy 2 Details

Strategy 2: Provide targeted, skills-based interventions, tutorial opportunities, and enrichment experiences based on identified student needs to ensure students receive timely instructional support connected to grade-level learning.

Actions: 1. Teachers and instructional facilitators will use multiple sources of academic data to identify students requiring intervention, tutorials, or enrichment and provide timely, targeted, skills-based support aligned to grade-level TEKS and connected to Tier 1 instruction. Campuses will maintain documentation of student participation, identified skill needs, and progress.
2. Campus administrators and instructional facilitators will implement a consistent short-cycle data review process in which teachers and campus leaders examine formative and progress-monitoring data, determine whether students and identified student groups are meeting expected growth targets, and make documented adjustments to interventions, tutorials, enrichment, and classroom instruction when students are not progressing as expected.
3. Campus leadership will monitor the implementation and effectiveness of intervention and tutorial supports, including additional tutorial opportunities, by reviewing participation, student growth, and assessment results each grading period. District leaders will review campus progress and the effectiveness of student supports during established progress-monitoring checkpoints.

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

Strategy 3 Details

Strategy 3: District and campus leaders will engage in ongoing progress monitoring and provide differentiated support, including increased instructional support and the reallocation of time, funding, staffing, and other resources, when implementation or student performance does not demonstrate expected progress.

Actions: 1. District instructional leaders will conduct periodic reviews of PLC+ implementation and student performance data to monitor progress toward Performance Objective 2. Reviews will examine implementation evidence, progress of identified student groups, barriers to implementation, and the effectiveness of campus-level instructional responses.
2. District content specialists and instructional support staff will assist campus teams in analyzing disaggregated data to identify specific standards, skills, and student groups requiring additional support and in determining appropriate instructional responses.
3. If the campus does not demonstrate sufficient implementation of the PLC+ process or expected progress toward student performance targets, district leaders will increase the frequency and intensity of support. Additional support may include coaching, classroom modeling, collaborative planning, lesson internalization and rehearsal, professional learning, data reviews, and additional progress-monitoring meetings.
4. District and campus leaders will review available time, funding, staffing, instructional resources, professional learning, coaching capacity, and intervention supports and will prioritize or reallocate resources, when feasible and appropriate, to address identified barriers to implementation and improve student outcomes.
5. District and campus leaders will use implementation and student-performance evidence to determine whether current strategies should be continued, modified, intensified, or replaced. Persistent challenges will be addressed through a documented support cycle that identifies the barrier, determines the appropriate response, assigns responsibility, establishes a timeline, and monitors the resulting impact on implementation and student performance.

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

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

Performance Objective 3: Students will display dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.

Evaluation Data Sources: District and school surveys

Strategy 1 Details
Strategy 1: Implement Character Strong, Peer Helpers Plus and Capturing KIds' Hearts for social-emotional development **Actions:** A. Integrate Character Strong lessons into classroom weekly schedules to explicitly teach empathy, responsibility, and relationship skills. B. Establish and train Peer Helpers Plus student leaders to support peers, model positive behaviors, and provide peer-to-peer encouragement. C. Announcement crew will be using SEL quotes to help support Character Strong and Capturing Kids Hearts. D. Assistant Principal and counselor will oversee the progress of the program. E. Implement Capturing Kids' Hearts strategies (daily greetings, "good things," affirmations) in all classrooms to build connected, safe learning environments. F. Offer refresher sessions throughout the year to ensure consistency and fidelity in implementation. **Staff Responsible for Monitoring:** All staff

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

Performance Objective 4: Increase the effectiveness of behavioral supports to reduce disciplinary placements of students.

Evaluation Data Sources: Collaborative meetings, Data Notes, FOCUS office referrals

Strategy 1 Details
Strategy 1: Strengthen proactive and consistent behavioral supports through early identification of student needs, positive behavior interventions, and data-driven problem solving to reduce disciplinary referrals and increase students' success in the classroom. **Actions:** A. Use discipline and behavior data to identify trends, recurring behaviors, and students in need of additional behavioral support. B. Implement consistent campus-wide behavior expectations, procedures, and positive reinforcement strategies across all classrooms and common areas. C. Provide targeted interventions and behavior support plans for students demonstrating recurring behavioral concerns before disciplinary placements become necessary. D. Provide staff professional learning on proactive classroom management, de-escalation strategies, relationship-building, and effective behavioral interventions. E. Monitor the effectiveness of behavioral interventions through regular data reviews and adjust supports collaboratively with teachers, counselors, administrators, and families to reduce disciplinary placements. **Staff Responsible for Monitoring:** Administration and Instructional Staff

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

Performance Objective 5: Strengthen campus systems for identifying and addressing the specific needs of under-performing student groups through targeted resources, supports, and interventions, with ongoing monitoring of implementation and student progress to accelerate growth and close achievement gaps.

Evaluation Data Sources: District and State Assessment Performance Data
Progress Monitoring Data
Observation Notes
PLC Notes

Strategy 1 Details
Strategy 1: Strengthen targeted instruction, intervention, and progress monitoring to accelerate reading and mathematics growth for Asian students identified as an underperforming student group. **Actions:** A. Disaggregate reading and mathematics data by student group during PLCs and data meetings. B. Identify specific TEKS/skills where Asian students are not meeting grade-level expectations. C. Establish individual or small-group progress-monitoring goals for students needing additional support. D. Use district-approved assessments to monitor progress at BOY, MOY, and EOY. E. Adjust small-group instruction and intervention based on student performance data. F. Review progress of Asian students during each PLC data cycle to ensure interventions are producing growth. **Staff Responsible for Monitoring:** Campus Admin, teachers and Instructional Facilitator **Targeted Support Strategy**

Strategy 2 Details
Strategy 2: Strengthen continuous improvement practices by using student data, goal-setting, and the PDSA cycle to identify and address the specific reading and mathematics needs of underperforming student groups and monitor progress toward established achievement targets. **Actions:** A. Analyze assessment and progress-monitoring data to identify achievement gaps and specific instructional needs for underperforming student groups in Pre-K-5. B. Establish student learning goals in reading and mathematics and provide students with regular opportunities to monitor and reflect on their progress. C. Use PLCs to implement the PDSA cycle to plan targeted instruction, monitor student response, study results, and adjust instruction based on identified needs. D. Track progress-monitoring data by student group through campus data trackers to identify students who are not meeting expected growth targets and provide timely instructional interventions. E. Conduct regular campus data reviews and instructional check-ins to evaluate progress toward reading and mathematics targets and adjust strategies, interventions, and supports as needed. **Staff Responsible for Monitoring:** Campus Admin, Leaders of Learners and instructional staff **Targeted Support Strategy**

Strategy 3 Details

Strategy 3: Strengthen collaboration among teachers, interventionists, students, and families by communicating academic goals, sharing progress-monitoring data, and providing targeted resources and strategies that support reading and mathematics growth for underperforming student groups.

Actions: A. Establish clear academic growth goals for identified students and communicate those goals and progress with families throughout the school year.
B. Provide families with specific reading and mathematics strategies and resources they can use at home to reinforce skills identified through progress-monitoring data.
C. Communicate student progress following BOY, MOY, and EOY assessments and provide families with clear next steps for supporting continued growth.
D. Engage parents and caregivers in problem-solving when students are not meeting established progress-monitoring targets and develop targeted support plans.
E. Coordinate communication among classroom teachers, interventionists, and families to ensure consistent academic expectations and support for identified students.

Staff Responsible for Monitoring: Instructional staff, administrators and Instructional Facilitators

Strategy 4 Details

Strategy 4: Strengthen targeted reading and mathematics instruction for Hispanic students and students identified as Two or More Races through data-driven small-group instruction, differentiated support, and ongoing progress monitoring to accelerate achievement and close identified gaps.

Actions: A. Analyze BOY, MOY, and EOY assessment data to identify specific reading and mathematics skill gaps for Hispanic students and students identified as Two or More Races.
B. Establish individual and group academic growth goals for identified students and monitor progress toward grade-level expectations throughout the school year.
C. Provide targeted small-group instruction and intervention based on identified skill deficits, with instructional groups adjusted as student needs change.
D. Use PLCs to regularly examine progress-monitoring data and identify instructional strategies, interventions, and adjustments needed to accelerate student growth.
E. Monitor the effectiveness of interventions every 4-6 weeks and adjust instructional supports, grouping, and intervention intensity for students who are not meeting established progress-monitoring targets.

Staff Responsible for Monitoring: Administration, Instructional Staff and Instructional Facilitator

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

Performance Objective 1: Increase the annual total average daily attendance(ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

High Priority

Evaluation Data Sources: Pulse

Strategy 1 Details
Strategy 1: Promote a Positive School Climate that Encourages Attendance and strengthen Communication with Families about Attendance **Actions:** A. Implement schoolwide incentives and recognition for perfect/near-perfect attendance (certificates, announcements, special events). B. Celebrate grade levels or classrooms with the highest weekly/monthly attendance through competitions, banners, or extra privileges. C. Train staff to use positive relationships and Capturing Kids' Hearts strategies to increase students' sense of belonging D. Launch a schoolwide attendance challenge where classes earn points or puzzle pieces for daily perfect attendance, working toward a class reward. E.Send consistent parent reminders about the importance of daily attendance via newsletters, school social media, phone calls, and marquee messages. F. Share ADA data trends with families in a user-friendly format, celebrating improvements. **Staff Responsible for Monitoring:** Admin Team Attendance Clerk Instructional Staff Counselor
Strategy 2 Details
Strategy 2: Hire, train, and retain high-quality staff members across the campus to ensure strong instructional practices, student success, and a positive school culture. **Actions:** A. Involve teacher leaders in the interview process to ensure strong instructional alignment and cultural fit. B. Provide a structured onboarding process for all new staff (campus orientation, mentor assignment, resource overview). C. Pair new teachers with mentor teachers for coaching, planning, and instructional support throughout the year. D. Implement regular staff recognition and appreciation initiatives (shoutouts in meetings, newsletters, staff events). E. Encourage collaborative planning and professional learning communities (PLCs) to build strong team connections. **Staff Responsible for Monitoring:** Admin Team Leaders of Learners Instructional Facilitator

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

Performance Objective 1: Increase the percentage of students and staff that feel safe at school.

High Priority

Evaluation Data Sources: Staff and student surveys

Strategy 1 Details
Strategy 1: Strengthen campus safety, security, and student well-being by implementing proactive supervision measures, fostering strong community partnerships, and integrating social-emotional learning programs to ensure students and staff feel physically and emotionally safe at school. **Actions:** A. Local PTA has partnered with Porter to provide off duty officers to attend events where large numbers of people would be coming in and out of our building. B. WATCH Dogs put in place to help monitor the building inside and out to provide an extra set of eyes for security. C. Set multiple daily walks by administrators and head custodian to check doors and walk the perimeter. D. Partner with local churches to provide mentoring programs to students who need extra support. E. CKH program in place to help students feel welcome and have a voice at school F. Implement Character Strong as SEL program with weekly lessons. G. Partner with PTA to provide 2 evenings to have speakers come in to present relevant topics that are current with student concerns. H. Implement de-escalation strategies learned during PD(professional development) from the Sped department. **Staff Responsible for Monitoring:** Administration, counselor and 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 workers' compensation claims by 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.

Strategy 1 Details
Strategy 1: Comply with all training provided by the district addressing employee safety. **Actions:** A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings C. Ensure 100% of staff complete required district safety trainings (bloodborne pathogens, sexual harassment, active shooter, etc.) by designated deadlines. D. Reinforce key safety practices from trainings through regular staff meetings and weekly newsletters. **Staff Responsible for Monitoring:** All Staff

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

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details
Strategy 1: Implement the campus improvement plan and all required compliance plans with fidelity, ensuring alignment, accountability, and continuous monitoring of identified goals and actions. **Actions:** A. Monitor the implementation of the Campus Improvement Plan and required compliance plans through regular reviews of goals, action steps, timelines, and evidence of progress. B. Communicate plan priorities and expectations to staff throughout the year and provide support to ensure consistent implementation of identified strategies and initiatives. C. Evaluate progress toward campus goals through ongoing data analysis and adjust action steps as needed to ensure compliance and continuous improvement. **Staff Responsible for Monitoring:** Admin Leaders of Learners Team

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

Performance Objective 4: The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

High Priority

Evaluation Data Sources: Navigate 360

Strategy 1 Details
Strategy 1: Conduct monthly emergency drills to ensure staff and students are prepared, knowledgeable, and able to respond appropriately to all required emergency procedures. **Actions:** A. Contact Officer Brown and Hurst PD when performing lock down drills B. Evaluate each drill afterwards problem solving areas that did not go as planned. C. Safety team will meet to review plans and discuss scenarios to trouble shoot. D. Raptor will be used to aid in communication during drills or actual emergencies with the expectation that 100% of students will be accounted for. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers on safety team