Birdville Independent School District

O.H. Stowe Elementary

2026-2027 Initial Plan

Accountability Rating: D



Mission Statement

As the Army of Stowe, our mission is to love every child, grow every learner, and inspire hope for every future. We accomplish this by standing together as one unit, communicating with honesty, trusting one another, and holding each other accountable to excellence.

Vision

We envision a school where we build a foundation for learning by leading by example, inspiring change, and providing opportunities that will make lasting impacts on the hearts and minds of all students.

Value Statement

Good, better, best.

Never rest until your good is better and your better is best.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

O.H. Stowe Elementary School is located in Haltom City, Texas which is just northeast of downtown Fort Worth. We have approximately 675 students with 81%qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 14%, American Indian-0.4%, Asian-7%, Hispanic-53%, White-21%, Two or More- 4%. Additionally, OHS has the following special population groups: Gifted and Talented 2.5%, Special Education 14%, ESL Students 34%, Mobility Rate 20%. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our students. Stowe staff values collaboration and effective professional learning communities (PLC's). The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students.

Demographics Strengths

The diversity at OHS is a strength due to our ability to learn from each other and value different ways of thinking to become global learners. The staff works to identify the individual needs of each student and develop educational plans that improve the student's learning experience. Additionally, due to our students' experiences, our staff is able to draw from a variety of life lessons which enhances the learning platform. Families share that they love our campus and how included they feel in their child's educational experience. Stowe has many families that take pride in the fact that they have had generations attend the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our ADA is 94.6% and the district goal is 96%.
Root Cause: We need to continue to communicate to parents how important daily attendance is. We have and will continue to utilize our district's Tribunal process as well as the campus processes we have created along with our Attendance Truancy Officer.

Student Learning

Student Learning Summary

OH Stowe works to provide a learning environment that is focused on the growth and development of the whole child. In addition to academic resources, Stowe has seen the need to provide a full-time second assistant principal and counselor to the campus. The counselor serves as a Crisis Intervention Counselor.

As a campus, 75% of students are considered Tier II or Tier III in reading and/or mathematics. Based on the 2026 STAAR data, Stowe saw significant growth in some grade levels in some subjects in English from 2025-26. In Spanish we saw pockets of growth in math and science from the previous year. Stowe still is performing below the district average in reading, math and science. Students in Kindergarten through 2nd grade are working to get to on grade level before entering 3rd grade. In 3rd-5th grade, students are working to make at least one year's growth in reading and math.

STAAR Stowe Spring 2024 vs. Stowe Spring 2025 (English Assessments)

	Reading		Mathematics		Science	
	Spring 2025	Spring 2026	Spring 2025	Spring 2026	Spring 2025	Spring 2026
3rd Grade	72%	68%	64%	65%		
4th Grade	81%	62%	71%	43%		
5th Grade	69%	75%	71%	67%	49%	6%

STAAR 2024 Stowe Spring 2023 vs. Stowe Spring 2025 (Spanish Assessments)

	Reading		Mathematics		Science	
	Spring 2025	Spring 2026	Spring 2025	Spring 2026	Spring 2025	Spring 2026
3rd Grade	50%	61%	57%	58%		
4th Grade	42%	57%	42%	50%		
5th Grade	77%	69%	67%	43%	36%	0%

STAAR 2026 Data Stowe Spring vs. District (English Assessments)

	Reading		Mathematics		Science	
	Campus	District	Campus	District	Campus	District
3rd Grade	68%	79%	65%	71%		
4th Grade	62%	81%	43%	69%		
5th Grade	75%	83%	67%	78%	67%	68%

STAAR 2024 Data Stowe Spring vs. District (Spanish Assessments)

	Reading		Mathematics		Science	
	Campus	District	Campus	District	Campus	District
3rd Grade	61%	67%	58%	67%		
4th Grade	57%	57%	50%	51%		
5th Grade	69%	68%	43%	59%	0%	34%

2024-25 TELPAS

	Listening				Speaking				Reading				Writing				Composite			
	Beginning	Int	Adva	Adv High	Beginning	Int	Adva	Adv High	Begi	Int	Adva	Adv High	Begi	Int	Adva	Adv High	Begi	Int	Adva	Adv High
Kind	21	31	24	24	34	34	10	21	41	24	24	10	55	31	7	7	35	38	21	7
1st	23	48	19	10	39	35	16	10	45	42	3	10	45	32	13	10	32	39	19	10
2nd	6	38	29	26	26	56	15	3	47	32	6	15	53	29	15	3	12	68	15	6
3rd	28	40	23	10	28	20	50	3	13	60	20	8	40	28	28	5	23	43	30	5
4th	28	23	28	21	8	28	38	26	18	28	26	28	28	31	33	8	13	38	31	18
5th	13	32	21	34	16	21	45	18	8	50	16	26	21	29	24	26	5	39	32	24

This year O.H. Stowe is not identified for having any targeted support and improvement areas. However we will be closely watching our Special Education demographic to ensure that student growth is occurring. We will also continue to have our efforts focused in the area of student achievement so that our percentage for meeting academic achievement is improving.

Student Learning Strengths

We have made small gains in some areas however our overall letter grade went from a B (83) to a D (69). We had students who scored Meets and Mastered last year not maintain or improve their rating and because of that it cost us points. We realized that we were not letting our students to the cognitive lifting and productive struggling enough. We have worked to closely align our TEKS to the work we are doing in the classroom. We also have realized how important vocabulary and questioning are in our work.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Current STAAR Reading data shows that we are performing below the district average in all grade levels.
Root Cause: Rigorous tier I instruction, specifically focused on using Bluebonnet with fidelity. We will also ensure that our teachers are becoming content expertise instead of just good with pedagogy .

Problem Statement 2 (Prioritized): STAAR Math data shows that we are performing below the district average in all grade levels.
Root Cause: Rigorous tier I instruction, specifically focused on using Bluebonnet with fidelity. We will also ensure that our teachers are becoming more comfortable with the curriculum and allowing the students to do the cognitive lift as well as teaching them how to allow students to productively struggle.

School Processes & Programs

School Processes & Programs Summary

Students at Stowe are served by a number of specialized programs related to student need. 74% of students are served by the free/reduced price lunch program, (BISD 58%) and 33% of students are English Learners (ELs), (BISD 20%) served by bilingual or English as a second language (EB) programs. Currently, 17% of students are served through special education, (BISD 10%).

Stowe also provides targeted support through Multi-Tiered Systems of Support (MTSS), Response to Intervention (RTI), dyslexia services, intervention programs, counseling, and other specialized services. PLCs, progress monitoring, and data-driven decision making are used to identify student needs, provide targeted support, and monitor progress. These systems are designed to ensure students receive the appropriate level of academic, behavioral, and social-emotional support to be successful.

School Processes & Programs Strengths

The Stowe staff has a commitment to be creative in how to serve each student. The campus did a deep dive into Professional Learning Communities (PLCs) in order to align the decision-making process for enrichment, intervention, and behavior needs. The campus also uses highly qualified tutors to come in and support our intervention process. We have refocused our efforts on the foundational pieces that make a successful campus and are implementing Capturing Kids' Hearts and Continuous Improvement Processes at a high level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At Stowe Elementary, a significant proportion of students remain below grade level in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners
Root Cause: High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in performance.

Problem Statement 2 (Prioritized): Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention
Root Cause: Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.

Perceptions

Perceptions Summary

Stowe plans to increase the amount of data collected on a regular basis from students, parents and staff regarding their perceptions of campus programs, processes, and procedures. We will continue to collect perception data on school safety issues.

Data collected last year states that 81% of students report they consider the campus safe and orderly. 74% of parents reported that they felt the campus was safe and orderly.

Community Outreach - Stowe maintains relationships with community organizations that support our weekend food backpack program, a mobile food pantry, holiday food provisions for families, school supplies, volunteers and tutors. All campus communication is in both English and Spanish. When available, communication is done through Blackboard so that the information can be translated into the native language of parents.

Perceptions Strengths

Stowe maintains relationships with community organizations that support our weekend food backpack program, a mobile food pantry, holiday food provisions for families, school supplies, volunteers and tutors. All campus communication is in both English and Spanish.

Families feel welcomed to participate in their child's educational experience.

The campus is perceived to be an overall safe and orderly place to send your child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address specific needs.
Root Cause: Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed

Priority Problem Statements

Problem Statement 1: At Stowe Elementary, a significant proportion of students remain below grade level in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners

Root Cause 1:
High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in performance.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels.

Root Cause 2: Rigorous tier I instruction, specifically focused on using Bluebonnet with fidelity. We will also ensure that our teachers are becoming more comfortable with the curriculum and allowing the students to do the cognitive lift as well as teaching them how to allow students to productively struggle.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Current STAAR Reading data shows that we are performing below the district average in all grade levels.

Root Cause 3: Rigorous tier I instruction, specifically focused on using Bluebonnet with fidelity. We will also ensure that our teachers are becoming content expertise instead of just good with pedagogy .

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our ADA is 94.6% and the district goal is 96%.

Root Cause 4: We need to continue to communicate to parents how important daily attendance is. We have and will continue to utilize our district's Tribunal process as well as the campus processes we have created along with our Attendance Truancy Officer.

Problem Statement 4 Areas: Demographics

Problem Statement 5: While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address specific needs.

Root Cause 5: Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention

Root Cause 6: Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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 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 2027 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.

High Priority

HB3 Goal

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

Strategy 1 Details
Strategy 1: Ensure consistent implementation of the curriculum and resources on each grade level. **Actions:** a) Provide tiered professional learning opportunities that are responsive to staff's needs. b) Utilize Instructional Coaches to complete student-centered coaching cycles focused on student data and growth c) Provide training on resources which support the district curriculum and resources d) Target tutorials during and after school to groups of students who need additional support e) Utilize instructional resources, digital and physical, to provide high quality tier I instruction f) Use exemplar teachers to model lessons to help other teachers see practice in action g)Utilize district common assessments to ensure alignment of pacing and instruction **Staff Responsible for Monitoring:** Campus Principal; Instructional Facilitators; Leadership Team **Title I:** 2.51, 2.52, 2.53

Strategy 2 Details

Strategy 2: Strengthen reading and math instruction by focusing on lesson internalization, use of best practices and continuous improvement.

Actions: a) Campus instructional walks conducted by campus leaders of learners and intervention team and utilize data to review progress of implementation
b) Teachers will regularly incorporate research-based best practices into lesson design and classroom instruction, then reflect on and refine these practices during scheduled team or planning meetings
c) Provide coaching and training to teachers to sustain implementation of district and state requirements
d) Implement the Bluebonnet learning curriculum in math classes and guide teachers in using the Math Playbook to support high-quality math instruction
e) Implement the Bluebonnet learning curriculum in reading language arts classes and use our Engage 2 Learn coach to help improve instructional coaching practices.
e) Use Continuous Improvement strategies to guide data and goal setting conversations with students in which students will measure growth in reading and writing and set goals

Staff Responsible for Monitoring: Campus Administration; Instructional Facilitators

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 3 Details

Strategy 3: Provide training in data analysis, progress monitoring and data-driven decision making to inform instruction and responsive teaching.

Actions: a) Schedule and implement instructional round sessions based on best practices and responsive teaching.
b) Provide weekly PLC meetings centered around looking at campus data and use it to plan and create lesson plans.
c) Provide monthly professional development on best practices and strategies to help support teachers instructional design and delivery.
d) Conduct campus classroom walkthroughs for the purpose of collecting artifacts to support literacy implementation and data on processes

Staff Responsible for Monitoring: Principal, assistant principals, instructional coach, leadership team

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 Special Education, 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: Special Education from 6% to 16%.
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: Special Education from 11% to 20%.

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.

HB3 Goal

Evaluation Data Sources: State and District Assessment and Performance Data
Progress Monitoring Data
Observation Notes
PLC 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: Prinicipal, 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: Reduce the number of students assigned to Tier 2 and Tier 3 Behavior RtI/MTSS

Evaluation Data Sources: referral data; classroom walk-through data; students on Behavior RtI list; counselor guidance lessons; counselor caseload; number of SEL groups; number of counseling groups

Strategy 1 Details
Strategy 1: Implement the district behavior RtI plan **Actions:** a) Provide training on the district behavior RtI plan b) Provide a full-time Crisis Intervention Counselor at Stowe to respond to student and family need c) Identify needed support systems d) Meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students e) All classrooms have a calm down corner space supported by campus counseling team f) Provide professional development on behavior interventions

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: Students will display an awareness of social-emotional development.

Strategy 1 Details
Strategy 1: Implement Capturing Kids' Hearts (CKH) and embed its values and processes into all aspects of campus culture to support student social-emotional development. **Actions:** a) Design classroom tasks and learning experiences that intentionally build students' social-emotional awareness and skills (e.g., self-management, empathy, teamwork). b) Integrate CKH values and processes (social contracts, affirmations, launches) into daily routines and campus wide activities. c) Collect and analyze perception data from students, staff, and parents to monitor the impact of CKH on campus culture and student outcomes. d) Partner with a CKH Strategist to strengthen implementation through traction visits and coaching sessions. e) Implement EXCEL Time every Monday morning, using CKH Premium resources to provide structured SEL lessons across grade levels. f) Ensure 100% of staff are trained in Capturing Kids' Hearts and receive ongoing support to sustain campus wide implementation. **Staff Responsible for Monitoring:** Campus Administration, Counselors
Strategy 2 Details
Strategy 2: Provide a comprehensive school counseling program that promotes student well-being, safety, and social-emotional growth. **Actions:** a) Deliver classroom guidance lessons that include the Character Strong curriculum and reinforce Capturing Kids' Hearts practices. b) Plan and facilitate campus wide activities that integrate SEL values into daily routines and school culture. c) Provide age-appropriate classroom counseling lessons on suicide prevention, bullying awareness, and strategies for seeking help and supporting peers. d) Utilize the Crisis Intervention Counselor to respond to students' immediate emotional needs, provide trauma-informed support, and collaborate with staff to identify and address escalating behaviors. **Staff Responsible for Monitoring:** Campus Administration

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

Strategy 1 Details
Strategy 1: Strengthen instructional practices and intervention supports for special populations (Special Education, Emergent Bilingual, Dyslexia, and other identified groups) to ensure equitable access to grade-level content and accelerated growth. **Actions:** a) Teachers will implement targeted small-group instruction and accommodations for identified student groups based on progress monitoring and universal screener data. b) Campus leadership will use data meetings (PLC, RTI) to review student progress for under performing groups and adjust interventions accordingly. c) Teachers will track and reflect on student growth through classroom-level progress monitoring tools (e.g., running records, unit assessments, mClass, PDSA, data folders). d) Tutors and instructional coaches will collaborate with teachers to provide Tier II and Tier III supports aligned with HB 1416 requirements. **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach
Strategy 2 Details
Strategy 2: Build teacher and leader capacity to use data effectively for instructional planning, interventions, and monitoring progress of under performing student groups. **Actions:** a) Teachers will engage in ongoing PD on using data (universal screeners, STAAR, TELPAS, STAR Renaissance, formative assessments) to inform instruction and track student growth. b) Grade-level PLCs will include regular review of subgroup performance, focusing on adjusting core instruction and intervention practices. c) Instructional coaches will provide job-embedded support by modeling data-driven instructional strategies and guiding teachers in differentiating for EB and SPED students. d) Teachers will design and implement lesson plans that include targeted vocabulary, questioning, and scaffolds to close academic language gaps for emergent bilinguals and struggling learners. **Staff Responsible for Monitoring:** Principal , Assistant Principals and Instructional Coach

Strategy 3 Details

Strategy 3: Reinforce and strengthen the consistent use of the PDSA (Plan-Do-Study-Act) process in classrooms and PLCs to improve instruction, monitor student learning, and accelerate growth for all student groups.

Actions: a) Teachers will engage in ongoing training and coaching on the PDSA process, applying it directly to lesson planning, classroom instruction, and intervention cycles.
b) Grade-level PLCs will implement PDSA cycles regularly, using formative assessments and progress monitoring data to adjust instruction and track student outcomes.
c) Instructional coaches and administrators will provide feedback during PLCs and classroom walkthroughs on how effectively teachers are implementing the PDSA cycle.
d) Teachers will maintain student-friendly data folders or tracking tools so students can set goals, monitor their own progress, and take ownership of their learning.
e) Exemplary use of PDSA cycles (e.g., effective goal setting, data tracking, or rapid-response instructional adjustments) will be highlighted in PLCs and staff meetings to share best practices across the campus.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches

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 and days in attendance.

Evaluation Data Sources: attendance, truancy, absentee numbers

Strategy 1 Details
Strategy 1: Develop and implement a campus program to incentivize student attendance **Actions:** a) Create a program to incentives attendance weekly, monthly, quarterly, and annually b) Utilize the Truancy Tribunal as attendance interventions to improve student attendance **Staff Responsible for Monitoring:** Campus Administration

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

Performance Objective 2: Maintain positive staff morale and foster shared ownership of student success.

Evaluation Data Sources: staff survey; staff attendance

Strategy 1 Details
Strategy 1: Design and implement a yearlong plan to build staff morale, strengthen relationships, and promote a collaborative campus culture. **Actions:** a) Provide weekly low-effort, high-impact activities that promote positive and connection without adding to teacher workload. b) Implement quarterly campus wide events designed to build community and strengthen relationships among staff. c) Conduct regular staff surveys to monitor morale, gather feedback, and adjust support strategies as needed. d) Recognize and celebrate staff attendance, effort, and contributions to student success. e) Establish and maintain a staff Social Committee responsible for planning fun, engaging, and inclusive activities throughout the year **Staff Responsible for Monitoring:** Campus Administration; Social Committee, Leadership Team

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

Performance Objective 1: All students and staff will learn and work in a safe and responsive environment.

Evaluation Data Sources: safety survey data

Strategy 1 Details
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging **Actions:** a) Review perception data from students, staff and parents to identify strategies to improve campus safety b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being c) Hold Campus Safety Meetings to review safety data & procedures d) Provide procedures documents for teachers, students, and parents to follow in any type of campus emergency situation e) Train all staff on Capturing Kids' Hearts to increase the student connections and sense of belonging on campus g) Train all staff in using Raptor and Standard Response Protocols for emergency situations

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 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%

Evaluation Data Sources: Workers' Comp Data

Strategy 1 Details
Strategy 1: Implement district-wide program that promotes and accident-free work environment **Actions:** a) Require staff to complete SafeSchools training b) Conduct mandatory safety training sessions per the district plan at staff meetings c) Perform campus/building safety walk throughs as required by district plan d) Review Worker's Comp. data from previous years **Staff Responsible for Monitoring:** Campus Administration