Garland Independent School District

Giddens-Steadham Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date:
October 27, 2026

Generated by Plan4Learning.com
November 13, 2026 at 12:56 PM

Mission Statement

Joyce Giddens-Steadham Elementary School nurtures the growth and development of every student by offering engaging instruction and supportive relationships. Every student will be empowered to become responsible citizens, reach their academic goals, and grow their social skills throughout their educational careers and in life.

Vision

Reaching and teaching every student, every day.

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Comprehensive Needs Assessment

Demographics

Summary

Description of School
How do we describe our school? What is our story? Example details might include size, grade span, age, location, admission policies (magnet, open enrollment, neighborhood school), and other interesting or important descriptive information?
Steadham Elementary is both an open enrollment school and neighborhood school that is located at 6200 Danridge Rd. in Rowlett, Texas. We serve 496 students, ages Pre-K 3 years old through 5th grade. Steadham was named in honor of Joyce Giddens-Steadham who taught 15 years in Garland ISD. She taught at Kimberlin and Back Elementary Schools. She was honored as "Teacher of the Year" by her co-workers at Back in both 1989-90 and in 1993-94. A crowning honor came to her when then first lady, Barbara Bush, presented her with the "Thousand Points of Light" award for teaching a student to read against all odds.
Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators?
Our special programs align with the needs and desires of our students, parents, and community. Steadham offers Gifted & Talented, Billingual/ESL, Special Education, ABC, PPCD, Dyslexia, Speech, and Free & Reduced Breakfast and Lunch for 100% of students.
School Environment Data
What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?

Description of School

Discipline Referrals: 103 (25-26)
Out-of-school Suspensions: 9 (25-26)
In-school Suspensions: 29 (25-26)
Expulsions: 0 (25-26)

The most used administraive actions have been conferences with the student, loss of special privileges, detention, or in-school suspension. Discipline issues affect students by decreasing in class time, creating unsafe spaces in classrooms, and causing distraction during instruction.

When a student is sent to the office for behavior it causes students to miss valuable learning time, and peer to peer interactions as a whole. Learning gaps will contiune to rise and students will fall furher behind due to the lack of instruction that they need in the classroom daily. Students need to be in class to gain the proper skills that are needed to help them close gaps. As well as beginning to move towards mastering tests and retaining the skills that are being taught throughout the year. Some students look at the office refferals as awards, or a way to get away from what's being asked of them to complete. Students need to realize that going to the office should only be for good visits, or to sign the achievment board for passing their tests.

What are the attendance/tardy, truancy and drop-out/retention rates? What trends are seen over the last 3-5 years? What strategies are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance? What does the student- level data reveal about excused absences, unexcused absences and tardiness?

Steadham's attendance this year is shown here Period 1- 96.0% Period 2- 94.6% Period 3- 92.9% Period 4- 93.9% Period 5-94.2%. The attendance starts off really well, and throughout the year it begins to drop to a low during Period 3, and then it moves back up in Periods 4 & Period 5. Data shows that the % rate for the students to be here has slightly dropped over the year. The school uses Skyward to track students who are asbsent and tardy, if the students has an on going issue with coming to school the teachers and admin get invoved to figure why the student is late, or absent. The adminstation will contact parents, and move towards a meeting to speak with parents on the seriousness of having the student here daily, which can lead to truancy for the parents.

Students Race/Ethnicity (7 groups)

How many students do we serve by race/ethnicity? List the percentage of each group: African American, Asian, Hispanic, White, American Indian, Pacific Islander, Two-or-More Races.

Steadham Elementary serves the following student population by ethnicities: African American 33.67%; Asian-4.64%; White-13.91%; Hispanic-44.56%; American Indian .60%; Mult-Racial-2.62%

How does this information differ from the previous 3-5 years?

Description of School

Steadham Elementary's student population has shown noticeable demographic shifts over the past three to five years. The Hispanic population has experienced the most significant growth, increasing from 37.91% two years ago to 42.24% last year and 44.56% this year, making it the largest and fastest-growing group on campus. In contrast, the White student population has steadily declined from 19.17% to 15.51% and then to 13.91%. The African American population has remained relatively stable, with only slight fluctuations from 33.99% to 34.29% and now 33.67%. Asian student enrollment decreased from 5.01% to 4.08% but saw a small increase this year to 4.64%. The Multiracial population has gradually declined from 3.27% to 3.06% and then to 2.62%, while the American Indian population has remained very small and relatively stable, decreasing slightly from 0.65% to 0.61% and 0.60%.

Student Groups

What Student Groups do we serve? List the percentage in each group: economically disadvantaged, English learner, special education, former special education, continuously enrolled and non-continuously enrolled. Also include Title I, homeless, migrant, gifted and talented, and at-risk. List the percentage of other designations, such as homelessness, and discuss trends, etc.

We serve 496 students who are from African-American 34.29%, Hispanic 42.24%, White 15.51%, Asian 4%, Native American .61%, Hawaiian .20%, and other origins 3%.

Economically disadvantaged: 69.60%
English Learners: 27.67%
Special Education: 17.61%
Continuously Enrolled: 90%
Non-continously Enrolled: 10%
Title 1: 100%
Homeless: 3%
Migrant: 0%
G&T: 1%
At-risk: 51.43%

When it comes to groups, the fastest growing population at our school are Hispanics, the percentage has been growing constantly for the last five years. With that being said, we have a growing population of English learners as well, with a percentage of 27.67%. Moreover, we have noticed that the amount of "At-risk" students has increased too for the last few years.

What do we know about the needs of each of the groups of students we serve, especially those who are failing or at risk of failing?

Description of School
For the Hispanic community we know many of them struggle with language. Thus, the bilingual teachers focus on teaching them what they need to be successful in English and Spanish Language Arts, Math, Social Studies, and Science. For the White, Asian, and African American community, we need to focus on closing the gaps, thus we offer tutoring after school to help improve in all subjects. The students who are at an economic disadvantage are served the most. These students are the ones with the biggest gaps and need the most assistance when it comes to food, counseling, and tutoring. Moreover, these “at-risk" students may not have what they need at home to be successful. Therefore,these students are the ones struggling the most and need extra support from teachers, counselors, and staff in order to have a productive year to close gaps, feel confident, and motivated.

Staff Data
Who are our staff members? How do their skills, training and certification align with our students’ needs and demographics? Discuss the percentage of state certified (traditional certification and alternative certification methods), number years’ experience, race/ethnicity, school leaders preparation and leadership capabilities. and how these differ from previous years.
Steadham Elementary is made up of a total of 54 staff members (32 teachers, 5 professional support staff, 2 campus administrators, and 13 educational aids.) There are only 4 male teachers, while the rest of the teaching staff is female. Our staff ethnicity is highly diverse, compromised of the following races: white, black, Hispanic, Asian, and American Indian. For the 2024-2025 School Year, Beginning Teachers comprised 9.2 % of the staff, 1-5 Years of Experience comprised 18.4% of the staff, 6-10 Years of Experience comprised 18.4 % of the staff, 11-20 Years of Experience comprised 32.7.% of the staff, and over 20 Years of Experience comprised 18.4 % of the staff. Our campus adminstration represents two diverse races (Hispanic and Black) and has been actively involved in changing the culture of the school this year by being able to communicate with parents in both English and Spanish

Strengths

Strengths

- Attendance is cummulative 94.34%
- Special programs for students
- Diverse campus
- Teachers are trained on Amplify and iReady

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Social Skills Program: Students are demonstrating increasing social-emotional and behavioral challenges, including difficulty managing emotions, resolving conflicts, maintaining positive peer relationships, and staying engaged in learning. The school currently lacks consistent, schoolwide social-emotional learning (SEL) programs and structured supports to effectively address these student needs.	A root cause of the problem is the absence of dedicated social-emotional learning programs, parent training, and structured intervention systems. Limited time, funding, and parent involvement have prevented the implementation of consistent SEL instruction and support services across grade levels.
2	Student Discipline: Discipline issues affect students by decreasing in class time, creating unsafe spaces in classrooms, and causing distraction during instruction.	Lack of consistent behavior expectations and engagement strategies, combined with students using misbehavior as a way to avoid academic tasks.

★ = Priority

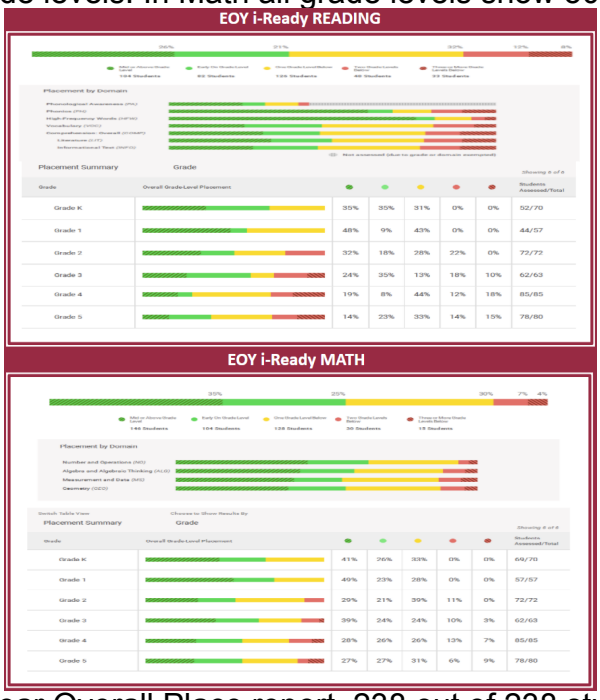
Student Learning

Summary

Student Performance
1. What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

Student Performance

2025-2026 i-Ready Reading data shows positive progress toward the campus goal of 50% of students meeting or exceeding grade-level standards. Kindergarten (70%), Grade 1 (57%), Grade 2 (50%), and Grade 3 (59%) have met or exceeded the goal, reflecting strong academic growth and effective early literacy instruction. While Grades 4 and 5 remain below the target, many students are performing just one grade level below, indicating they are making progress and are well-positioned to reach proficiency with continued targeted interventions. Overall, the campus is closing achievement gaps by strengthening foundational reading skills and providing focused support to accelerate student growth across all grade levels. In Math all grade levels show 50% or higher.



For the 2024-2025 school year Overall Place report, 238 out of 238 students took the I-Ready test, showing that 14% (33 students) obtained Mid or Above Grade Level, 18% (43 students) were in Early On Grade Level, 29% (70 students) were One Grade Level Below), 18% (42 students) were Two Grades Below and 21% (50 students) were Three or More Grade Levels Below. On the other hand and according to the 2025-2026 IReady Reading Overall Placement report, 414 students out of 429 students took the I Ready test and it shows that 15% (63 students) obtained Mid or Above Grade level, 20% (84 students) are in Early On Grade Level, 39% (160 students) are on One Grade Level Below, 16% (67 students) are on Two Grade Levels Below and 10% (40 students) are Three or More Grade Levels Below. Taking into account the percentages of the I-Ready Overall Placement from both school years, the results from the 2025 -2026 school years show an increase in the students' Reading Performance in the first three levels: 1% in the Mid or Above Grade Level, 2% in the Early or Grade Level and 10% in One Grade Level Below. On the other hand, the two lowest levels decreased in the 2025-2026 school year from 18% to 16% in Two Grade Levels Below, and from 21% to 10% in Three or More Grade Levels Below. These results proved that students performed better in the 2025-2026 school year than in the 2024-2025 in I-Ready-Reading which is a tool that shows growth achievement and has given educators early insight into students' potential success on state assessments, which can be critical in getting the right resources and instruction to the right students as early as possible.

For the 2024-2025 school year the Overall Place Math report, 434 out of 434 students took the I-Ready test, showing that 31% (134 students) obtained Mid or Above Grade Level, 20% (88 students) were in Early On Grade Level, 33% (144 students) were One Grade Level Below), 10% (42 students) were Two Grades Below and 6% (26 students) were Three or More Grade Levels Below. Onn the other hand and according to the 2025-2026 IReady Math Overall Placement report, 426 students out of 427 students took the I Ready Math test and it shows that 34% (146 students) obtained Mid or Above Grade level, 25% (105 students) are in Early On Grade Level, 30% (128 students) are on One Grade Level Below, 7% (31 students) are on Two Grade Levels Below and 4% (16 students) are Three or More Grade Levels Below. Taking into account the percentages of the I-Ready Overall Placement from both school years, the results from the 2025 -2026 school years show an increase in the students' Math Performance in the first three levels: 3% in the Mid or Above Grade Level, 5% in

the Early or Grade Level. On the other hand, the three lowest levels decreased in the 2025-2026 school year from 33% to 30% 3% in One Grade Level Below, 10% to 7% in Two Grade Levels Below, and from 6% to 4% in Three or More Grade Levels Below. These results proved that students performed better in the 2025-2026 school year than in the 2024-2025 in I-Ready-Math which is a tool that shows growth achievement and has given educators early insight into students' potential success on state assessments.

2. What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years.

Student Performance

Reading / ELA (All Grades)

Overall, the campus saw stability in students achieving Approaches Grade Level or Above (from 75% in 2025 to 75% in 2026), but a significant increase in students hitting Meets Grade Level or Above (from 45% in 2025 to 51% in 2026).

African American: Performance increased. Students reaching Approaches dropped from 65% in 2025 to 72% in 2026, and those reaching Meets increased significally from 28% to 42%.

Hispanic: This group showed growth. Students reaching Approaches increased from 76% in 2025 to 80% in 2026, and with those earning Meets surged from 54% to 58%.

White: Performance declined. Students achieving Approaches fell from 74% in 2025 to 69% in 2026, and those achieving Meets dropped from 55% to 45%.

Economically Disadvantaged: The percentage of students reaching Approaches increased from 68% (2024) to 74% (2026), the percentage in Meets grade level improved from 41% to 50%.

Emergent Bilingual/English Learners (EB/EL): This group demonstrated significant improvement. Approaches scores rose from 77% (2025) to 80% (2026), and Meets scores jumped from 48% to 54%.
Special Education (Current): Performance increased, with students reaching Approaches falling from 38% in 2025 to 43% in 2026.

Mathematics (All Grades)

Overall campus performance in Math saw a general decline. Students achieving Approaches increased from 62% in 2025 to 71% in 2026, and those achieving Meets increased from 40% to 51%.

African American: Performance at the Approaches level increased from 52% in 2025 to 61% in 2026, and Meets inceased from 28% to 39%.

Hispanic: Performance improvement. Approaches slightly increased from 67% to 77%, and Meets improved significally from 44% to 57%.

White: Performance increased slightly Approaches fell from 65% in 2025 to 66% in 2026, and in Meets from 48% to 52%.

Economically Disadvantaged: Scores increased significantly, with students reaching Approaches falling from 59% in 2025 to 71% in 2026.

Emergent Bilingual/English Learners (EB/EL): Performance was steady year-over-year. Approaches increased from 69% to 76%, and Meets increased as well, moving from 44% to 55%.

Special Education (Current): Performance students reaching Approaches was 39% in 2025 and Meets 23% in 2026.

Science (All Grades / 5th Grade)

Overall campus performance in Science improved significally for foundational proficiency but declined at higher tiers. Students achieving Approaches went from 61% in 2025 to 64% in 2026, while Meets i mproved significally from 16% to 28%.

African American: Improved at the Approaches level, moving from 45% in 2025 to 57% in 2026.

Hispanic: Improved at the Approaches level, from 61% in 2025 to 66% in 2026.

White: dropped slightly at the Approaches level, rising from 78% in 2025 to 75% in 2026.

3. How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

Hispanics had a 12% growth in comparison to African American 1% growth in reading according to their report card. In the benchmark for math 37.4% of grades 2-5 did not meet standards versus 17.8% who met the standard. Both report card and benchmark showed growth for white and 1 % for African American, but not for hispanic. It seems that hispanic is showing more growth only on report cards and not on benchmarks according to the data given.

4. How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designations for achievement?

The Texas Education Agency compares each campus to a group of schools with similar characteristics, such as school size, grade levels, student demographics, and special program populations.

For Steadham Elementary School, the most recent accountability ratings show:
Overall Accountability Rating: B
Student Achievement: C
School Progress: B
Closing the Gaps: A

Although TEA has not yet released information about Distinctions and Designations, one positive highlight is the Closing the Gaps Damain score of A, which shows students are making academic growth and meeting their subgroup achievement goals. Our campus continues working diligently to strengthen student achievement for all students. We remain committed to providing meaningful learning experiences, high-quality instruction, and support systems that help every child grow and succeed each year. Our projected accontability rating is evidence of that.

5. What is the performance status of our students for CCMR (College, Career, and Military Readiness)?

The College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs from the CCMR component in the Student Achievement domain. SEE-2023 Closing the Gap Performance Targets

How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designations for achievement

Steadham Elementary is demographically very similar to campuses comparable instructional and student-support challenges. The campus aligns closely with peer schools in economic disadvantage and emergent bilingual populations, while showing slightly higher mobility and special education percentages

How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

Student Performance

Many campuses schedule “flex” or “WIN” (What I Need) time into the school day. This allows teachers to provide targeted reteaching to at-risk or recently absent students without those students missing new core instruction. Teacher use formative assessments and attendance data to group students by specific skill gaps. This ensure that reteaching is precise and efficient rather than a general review. Also some teachers offer afterschool tutoring for the different grade levels in addition to reteaching

Strengths

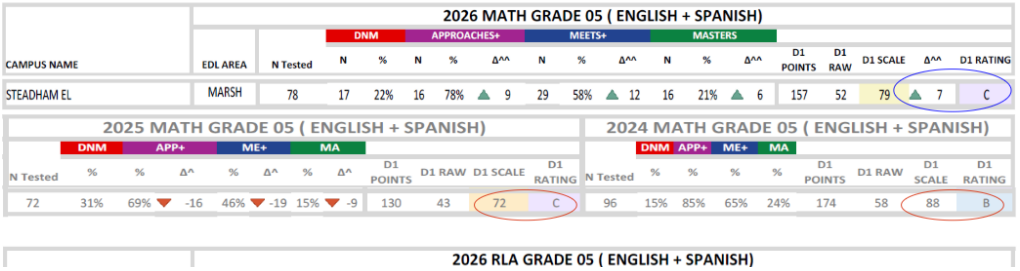
EOY i-Ready READING - % of student meeting Growth target

Grade	Annual Typical Growth		Annual Stretch Growth®	
	Progress (Median)	% Met	Progress (Median)	% Met
Grade K	79%	38%	58%	21%
Grade 1	112%	59%	84%	32%
Grade 2	130%	68%	82%	31%
Grade 3	149%	68%	82%	35%
Grade 4	83%	46%	43%	27%
Grade 5	213%	79%	97%	46%

EOY i-Ready MATH - % of student meeting Growth target

Grade	Annual Typical Growth		Annual Stretch Growth®	
	Progress (Median)	% Met	Progress (Median)	% Met
Grade K	94%	49%	76%	28%
Grade 1	124%	68%	97%	49%
Grade 2	122%	65%	82%	35%
Grade 3	130%	68%	83%	44%
Grade 4	94%	49%	62%	13%
Grade 5	125%	63%	68%	30%

5th Grade STAAR Campus Progress 2024, 2025 to 2026

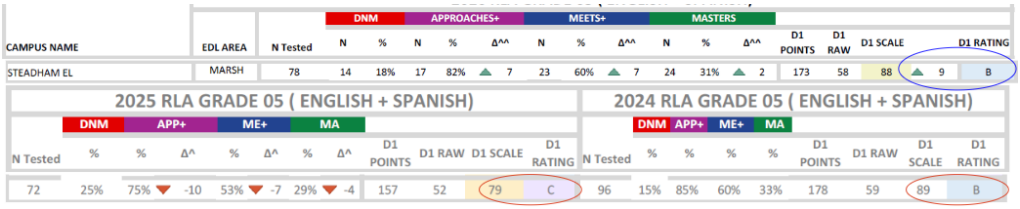


CAMPUS NAME	EDL AREA	2026 MATH GRADE 05 (ENGLISH + SPANISH) N Tested	DNM N	DNM %	APPROACHES+ N	APPROACHES+ %	APPROACHES+ Δ^^	MEETS+ N	MEETS+ %	MEETS+ Δ^^	MASTERS N	MASTERS %	MASTERS Δ^^	D1 POINTS	D1 RAW	D1 SCALE	Δ^^	D1 RATING
STEADHAM EL	MARSH	78	17	22%	16	78%	▲ 9	29	58%	▲ 12	16	21%	▲ 6	157	52	79	▲ 7	C

2025 MATH GRADE 05 (ENGLISH + SPANISH) N Tested	DNM %	APP+ %	APP+ Δ^	ME+ %	ME+ Δ^	MA %	MA Δ^	D1 POINTS	D1 RAW	D1 SCALE	D1 RATING
72	31%	69% ▼	-16	46% ▼	-19	15% ▼	-9	130	43	72	C

2024 MATH GRADE 05 (ENGLISH + SPANISH) N Tested	DNM %	APP+ %	ME+ %	MA %	D1 POINTS	D1 RAW	D1 SCALE	D1 RATING
96	15%	85%	65%	24%	174	58	88	B

2026 RLA GRADE 05 (ENGLISH + SPANISH)



CAMPUS NAME	EDL AREA	N Tested	DNM N	DNM %	APPROACHES+ N	APPROACHES+ %	APPROACHES+ Δ^^	MEETS+ N	MEETS+ %	MEETS+ Δ^^	MASTERS N	MASTERS %	MASTERS Δ^^	D1 POINTS	D1 RAW	D1 SCALE	D1 RATING
STEADHAM EL	MARSH	78	14	18%	17	82%	▲ 7	23	60%	▲ 7	24	31%	▲ 2	173	58	88	▲ 9	B

2025 RLA GRADE 05 (ENGLISH + SPANISH)

N Tested	DNM %	APP+ %	APP+ Δ^	ME+ %	ME+ Δ^	MA %	MA Δ^	D1 POINTS	D1 RAW	D1 SCALE	D1 RATING
72	25%	75% ▼	-10	53% ▼	-7	29% ▼	-4	157	52	79	C

2024 RLA GRADE 05 (ENGLISH + SPANISH)

N Tested	DNM %	APP+ %	ME+ %	MA %	D1 POINTS	D1 RAW	D1 SCALE	D1 RATING
96	15%	85%	60%	33%	178	59	89	B

Strengths

- Students showing Growth in iReady and STAAR

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The most severe regressions are occurring in Mathematics and disproportionately impacting vulnerable student populations, specifically Economically Disadvantaged, African American, and Special Education students, who are failing to meet annual growth targets required to close existing achievement gaps.	The school's intervention block (Tier 2 and Tier 3 support) lacks the instructional intensity, targeted differentiation, or time required to accelerate learning. Students are receiving remediation, but it is not aggressive enough to close a full-year gap before the state assessment. Retention of skills are lacking. Students might not be receiving enough spiraling of the previous taught TEKS.
2	Steadham Elementary is currently not meeting the expected academic performance standards when compared to similar campuses. The most recent accountability ratings show an overall rating of D, with Student Achievement and Closing the Gaps also rated D, while School Progress is rated C. Although students are showing growth, overall performance indicates that not enough students are meeting grade-lev	Data suggests that the primary areas impacting performance include inconsistent mastery of grade-level standards, gaps in foundational reading and math skills, and variability in instructional alignment across classrooms. Additionally, some students require increased targeted interventions and support to address learning gaps, particularly in foundational skills. Continued focus on strong Tier 1 i
3	Report card grades are significantly higher than both measures, idicating that classroom performance, participation, effort, completion of assignments, and support provided duruing instruction.	Class room performance or grading practices may not fully align with standardized and benchmark assessment outcomes.

★ = Priority

School Processes & Programs

Summary

Personnel Policy and Procedures
What is the process for recruiting, selecting, assigning, inducting and retaining high-quality educators? Are high quality teachers placed in classrooms/subjects based on student need and teacher strength?
The process for recruting, selecting, assigning, inducting and retaining high-quality educators includes: 1. Teacher job fairs 2. Conducting thorough interviews which includes asking effective questions. 3. Understanding the needs of the position 4. Supportive working environments 5. Ongoing professional development.
Professional Practices
How does our campus develop instructional leaders? Are their roles and responsibilities clear?
Our campus develops instructional leaders by: 1. Ensuring development and training for those individuals in their specific areas of need. There are also opportunities for ongoing professional development that our admininstration share and is willing to make accommodations for leadership to attend. 2. Delegating team leads 3. Ensuring that roles, responsibilities, and expectations of leaders are clear.
What is our process for developing a focused improvement plan that addresses the root causes of low performance? Are our stakeholders involved in this process? How do we track progress towards intended outcomes or performance objectives?
The process involves weekly PLCs and data meetings, MTSS meetings, parent conferences, and Edugence documentation. Stakeholders are involved in the process. The intended outcomes and performance objectives are tracked by ongoing data monitoring, daily DOLs, CBAs, and interim assessments.
Programs and Opportunities for Students
What programs are operating in a school? Are these programs aligned with our vision, mission, goals, and values? Do our programs focus on a safe environment and high expectations?

Personnel Policy and Procedures
Steadham has many programs offered to student during school and after school. Students get to choose activites based on social, artisitic, and educational interests such as dance, step, choir, golden eaglets, kclub kids, and school program nights.
How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction? Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.
All teachers collaborate during PLCs and team meetings and all students participate in intervention through small and pull-out groups. Students are able to practice skills at an independent level through a variety of programs such as Amplify, Age of learning (math and reading), Seesaw, and iReady. Students get checkpoints to ensure that they are mastering concepts being taught in a unit/lesson and if it is not mastered teachers are able to view the unit/lesson and reteach and reinforce as needed.
What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.
Students are provided 1:1 devices/codes for school and at home. Students will use independent level programs (Age of learning, Seesaw and iReady) at home and school.
Procedures
What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?
We follow GISD curriculum and the provided scope and sequence per subject. We use targeted intervention to meet students' needs based on iReady scores.
Are our lesson plans and instruction objective and data driven? Do they include critical thinking, formative assessments, and interventions?
Yes and Yes. Student assessment data is used to tailor lesson plans and instruction to ensure instruction addresses learning gaps and strenths. Lessons are often modified based on exit tickets, setting goals, and create small group interventions for skill remediation.

Personnel Policy and Procedures
Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.
There is no plan, but we are expected to use technology as prescribed in the GISD curriculum. Students' are expected to complete a minimum number of iReady minutes and complete DOLS and CBAs in Edugence. Teachers log intervention minutes in Edugence, as well as parent contact.
What are the procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary?
Early childhood uses Circle testing to inform future instruction and show student growth and readiness. We begin departmentalization in 3rd grade so that students will be more prepared by the time they have to change classes in middle school.
What are the significant findings in classroom management? Explain procedures used to reduce overuse of discipline practices that remove students from the classroom.
Building positive teacher-student relationships can increase academic engagement and decrease disruptive behavior. Clear procedures and student autonomy fosters a positive, respectful, and productive learning environment, thus reducing the overuse of discipline practices that remove students from the classroom.

Strengths

Strengths

- Intervention opportunities for at-risk students
- Support of powerful teaching and learning opportunities
- Integration of technology into instruction

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	New Technology and implementation of fee for destruction of current devices. Students would benefit from updated devices and encouragement to better care for current devices.	Students know that there is no consequence for mishandling of Chromebooks/ iPads, therefore they continue to destroy them. Chromebooks/ iPads are destroyed and do not work properly.
2	Dismissal does not run smoothly and it is difficult to locate students in an efficient manner.	Staff members are not working as a team to implement and reinforce dismissal procedures. Also, parent communication when switching transportation modes is lacking.
3	In recent years Steadham has seen high staff turnover.	Challenges related to students' behaviors and lack of parent support are increasing.

★ = Priority

Perceptions

Summary

Student Engagement
How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.
The percentage of attendance between our 7 ethnicity groups is similar. Attendance starts out strong. The 1st Period attendance was 96.26% . Period 2- 94.72% , Period 3 was 94.43% Period 4 was 94.11% Period 5 was 94.39% and Period 6 -93.51%. The data shows that our attendance take a dip after the First period. The Sixth period shows the lowest attendance rate. As we looked at attendance in previous years, some of the attendance rates were at 93.9% in 2022-2023, 94.5% in 2023-2024, and 93.8% in 2024-2025. Out of 495 total students, 70 of them have been identified as chronicly absent, which is 14% of our student population. This year attendance is about the same with most of our grading Periods in the low 90's%. Steadham works hard giving 40 Nest points to each class that has perfect attendance. We have also given incentives for the grade level with best weekly attendance through our campus attendance board. They had a chance to win various items.
What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?
Fifty seven percent of our behavior incidents are coming from our African American students, 22.7 % are Latino, 14.8% are white and it finishes off with 2.3 % Asian, and 2.3% Two or more races. When you look at the incident data from a gender perspective, 20.2% of the incidents are girls and 79.8% are boys. This is a recurring pattern at Steadham. In school suspensions 56% are AA, 32% Hispanic, 8% white and 4% two or more Races. Out of School Supensions 77% are African Am. and 7.69% for Hispanic, White and two or More Races. There were no DAEP placements this year.
How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?

Student Engagement

Based on Student Success Panorama Survey, Social emotional learning is showing a positive outcome of 60% with growth mindset and self management being most successful. Areas of growth for students would be for self efficacy, grit, and emotion regulation. The following data I found from the Family Survey: Q.7: How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities?: 68% responded “not a problem at all”. Q3. This school provides materials and training to help parents work with their children to improve student achievement: 67% responses answered always. Do they feel safe and have a sense of belonging? Out 50 responses, 78% always felt that the campus is safe, and 88% always felt welcomed in school. Q.3: How big of a problem is the following issue for becoming involved with your child's current school: Concerns about getting to the school safely? 96% responded “not a problem at all”.

What is the dropout rate or graduation rate? Differentiate it by 7 race/ethnicity groups and 7 student groups. (Secondary Schools)

N/A

Staff Engagement

What is the staff turnover rate and how does it compare with previous years? Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports.

Turnover Rate:
2018 - 23 new hires
2019 - 3 new hires
2020 - 4 new hires
2021 - 9 new hires due to new sections added to the campus
2022 - 13 new hires including teaching staff and admin.
2023 - Teacher turnover 15.6%
2024 - Teacher turnover 17%
2025 - 4 new hires

UPDATE: Fall Semester 2025 - Teacher attendance: 25.8% have missed 6+ days through the use of personal/state leave
Results from the Staff Panorama Survey have not been reported as of May 15, 2026.

How do teachers describe their school? Are the processes and programs in place helping them find success with their students? Do they feel safe and have a sense of belongingness?

Student Engagement
According to Steadham, family is the one word that describes our school the best. 90% of teachers feel that their students find success with current processes and programs. 100% of staff feel safe and a sense of belonging.
How are they supported by strong administration? Do they receive powerful professional development to develop their skills? Do teachers work together to support each other?
Results from twenty-four 2025-2026 Survey reports show the 75% teachers feel supported and given positive encouragement from Admin, but only 63% feel a sense of belonging. 68% favorable rating was reported that the admin cares about its teachers. 89% of the teachers feel they have opportunities to learn and grow in the profession. Respondents reported a 78% favorable rating on positivity in the working environment.
Parent/Family/Guardian/Community Engagement
How are parent/family/guardian/community participation rates measured?
Parents are encouraged to participate but during the welcoming walk, they conveyed the need for more PTA participation. Attendance at evening events is recorded. Community participation is seen in the lunches for staff and the decoration of the staff break room. Family participation can also be measured by the connected people on Dojo.
How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.
Through physical environment, parents and community see welcoming posters in english and spanish displayed on the exterior of the building as well as school hours. On Steadham's website, there are pictures of staff members as well as the the roles we take. Parents and the community also stay connected through class dojo and the weekly newsletter from Mr. Martinez. Through those newsletters shares a very welcoming environment with all the pictures and event shared throughout the week.
Are there any barriers that prevent participation by parents/guardians/community?

Student Engagement
According to the Panarama Survey, Q1 parents receive information in a language they understand was 88% favorable (down 8 from the 23-24 Survey score of 96%). Q4 in regards to being made aware of and recruited to serve on campus or district committees was only 63% favorable (an increase of 2 from the 23-24 score of 61%). Q7 asked if parents had received a copy of the School Parent Compact was only 68% favorable (up 18 from the 23-24 score of 50%) which leads to Q8 asking if the compact purpose was explained, was 46% favorable in the 23-24 survey and is now up 21 to a 67% favorable. Q9 in regards to receiving a copy of the written Parent Involvement Policy parents reported 62% favorable which is an increase of 8 from the previous survey but one of our lowest favorable percentages. Q11 stated "I feel welcome at this school" and scored 96% which is no change from the previous survey but shows that parents feel welcome at Steadham.
How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress?
Parents would like more communication on Dojo to keep them informed on learning standards and expectations, according to feedback at the welcoming walk. Parents hear about progress at conferences and on progress reports/report cards. Some felt that Dojo communication decreases in grades 2-5.
How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?
Parents and guardians shared that there needs to be better communication from the school especially teachers in Class Dojo. Some families expressed wanting more consistent updates regarding classroom activities, student behavior, asssingments, and important school events. Improving communication through Dojo could help families feel more informed, connected, and invovled in their cvhild's education.

Strengths

Strengths
• special programs in line with student needs/interest
• diverse student and teacher population population
• community involvement increased
• PTA membership has increased
• welcoming office

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Male role models (specifically African American) Example: Watch DOGS, Gentleman's Academy	According to the Review360 discipline data for the 2025-2026 school year, Steadham had 79.8% discipline incidents inolving the male population.
2	According to the percentage in the attendance report, for the 2025-2026 school year, Steadham attendance was _94.34_%.	Some guardians are not bringing students regularly and/or on time, and parents are checking students out early due to lack of consequences or accountability.
3	According to welcoming walk feedback from parents, communication is inconsistent or inadequate and not varied in modality.	As a school, overall teachers are not consistently using Dojo or sending home paper copies about events. An expectation for weekly communication needs to be put in place.
4	Because of lack of overall parental involvement, most events and initiatives are planned and implemented by staff.	As a school, Steadham is not consistently providing opportunities for families to become invovled and teachers have not been consistent in promoting parent involvement.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The most severe regressions are occurring in Mathematics and disproportionately impacting vulnerable student populations, specifically Economically Disadvantaged, African American, and Special Education students, who are failing to meet annual growth targets required to close existing achievement gaps.	The school's intervention block (Tier 2 and Tier 3 support) lacks the instructional intensity, targeted differentiation, or time required to accelerate learning. Students are receiving remediation, but it is not aggressive enough to close a full-year gap before the state assessment. Retention of skills are lacking. Students might not be receiving enough spiraling of the previous taught TEKS.
2 ★	Social Skills Program: Students are demonstrating increasing social-emotional and behavioral challenges, including difficulty managing emotions, resolving conflicts, maintaining positive peer relationships, and staying engaged in learning. The school currently lacks consistent, schoolwide social-emotional learning (SEL) programs and structured supports to effectively address these student needs.	A root cause of the problem is the absence of dedicated social-emotional learning programs, parent training, and structured intervention systems. Limited time, funding, and parent involvement have prevented the implementation of consistent SEL instruction and support services across grade levels.
3 ★	Male role models (specifically African American) Example: Watch DOGS, Gentleman's Academy	According to the Review360 discipline data for the 2025-2026 school year, Steadham had 79.8% discipline incidents inolving the male population.
4 ★	New Technology and implementation of fee for destruction of current devices. Students would benefit from updated devices and encouragement to better care for current devices.	Students know that there is no consequence for mishandling of Chromebooks/ iPads, therefore they continue to destroy them. Chromebooks/ iPads are destroyed and do not work properly.

★ = Priority

Goals

Goal 1

Increase the percentage of students achieving Early, Mid, and Above Grade-Level performance on 1st grade RLA i-Ready diagnostic from 57% at BOY 2026 to 65% at EOY 2027.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Foundations

Evaluation Data Source: Beginning, middle, and end-of-year i-Ready Growth Reading scores.
Percentage of students meeting grade-level proficiency on district assessments.
Monitoring of Exit ticket student growth.
Demonstration of Learning (DOL) & reteach

Strategy 1

Implement daily small-group guided reading and targeted phonics instruction during Intervention Time (WIN) using district-approved curriculum aligned to TEKS and provide ongoing progress monitoring every 3 weeks for students identified as at-risk.

Strategy's Expected Result/Impact: At least 60% of first-grade students will meet or exceed grade-level expectations in Foundational Literacy Skills (phonics, fluency, vocabulary, and comprehension)

Staff Responsible for Monitoring: Teachers, Administrators, intructional support teacher, and support teacher

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 2

Utilize literacy interventions during tutoring for Tier 2 and Tier 3 students through MTSS and RTI. Ensure all first-grade teachers complete or apply practices from the Texas Reading Academies.

Strategy's Expected Result/Impact: At least 60% of first-grade students will meet or exceed grade-level expectations in Foundational Literacy Skills (phonics, fluency, vocabulary, and comprehension)

Staff Responsible for Monitoring: Teachers, Administrators, instructional support teacher and support teacher

Title I: 2.5.1, 2.5.2, 2.5.3

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Goal 2

Increase the percentage of students achieving Early, Mid, and Above Grade-Level performance on 1st grade Math i-Ready diagnostic from 72% at BOY 2026 to 80% at EOY 2027.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Foundations

Evaluation Data Source: Beginning, middle, and end-of-year i-Ready Growth Reading scores.
Percentage of students meeting grade-level proficiency on district assessments.
Monitoring of Exit ticket student growth.
Demonstration of Learning (DOL) & reteach

Strategy 1

Provide targeted small-group instruction for students identified through i-Ready Diagnostic universal screener scores, and integrate hands-on manipulatives and digital tools to support conceptual understanding.

Strategy's Expected Result/Impact: At least 50% of first-grade students will demonstrate mastery of grade-level math TEKS, as measured by state-aligned district benchmarks (i-Ready BOY to EOY growth met)

Staff Responsible for Monitoring: Teachers, Administrators, support teacher, and instructional support teacher

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 2

Provide professional development for teachers on evidence-based strategies for early numeracy and problem-solving and monitor student progress every cycle using formative assessments and adjust interventions accordingly.

Strategy's Expected Result/Impact: At least 50% of first-grade students will demonstrate mastery of grade-level math TEKS, as measured by state-aligned district benchmarks (i-Ready BOY to EOY growth met)

Staff Responsible for Monitoring: Teachers, Administrators, support teacher, and instructional support teacher

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Goal 3

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR from _44_% in 2026 to _61_% in 2030 (2026-2027 target 50%).

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Foundations

Evaluation Data Source: STAAR, Demonstration of Learning (DOL) & reteach

Strategy 1

Build teacher capacity to deliver Gradual Release lessons in district curriculum and provide differentiated PD and instructional support aligned to walkthrough trends.

Strategy's Expected Result/Impact: 50% or more of third grade students will achieve Meets Grade Level in STAAR Reading

Staff Responsible for Monitoring: Administrators, instructional support teacher and Support Teacher.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 2

Support Teachers, SPED teachers, and classroom Reading/Writing teachers will participate in PLC's weekly, learning meetings, and planning days twice each semester that include, creating and implementing Reading instructional agreements, and the use of protocols for lesson internalization and rehearsals, and analysis of student work and CBA data. Teachers will disaggregate data from iReady, unit assessments, and other formative assessments to plan targeted reteach from spiraled review and activities.

Strategy's Expected Result/Impact: 50% or more of third grade students will achieve Meets Grade Level in STAAR Reading

Staff Responsible for Monitoring: Administrators, instructional support teacher and Support Teacher.

Funding Sources: Instructional planning - Subs 6100 Payroll- Title I Funds, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Goal 4

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams from _50_% to 58_% (2026-2027 target 50%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Foundations

Evaluation Data Source: iReady, CBAs, STAAR, Demonstration of Learning (DOL) & reteach

Strategy 1

Build teacher capacity to deliver Gradual Release lessons in district curriculum.

Strategy's Expected Result/Impact: 50% or more of third grade and fourth grade students will achieve Meets Grade Level in STAAR Reading

Staff Responsible for Monitoring: Administrators and Support Teacher

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 2

Support Teachers, SPED teachers, and classroom Math teachers will participate in PLC's weekly, learning meetings, and planning days twice each semester that include, creating and implementing Math instructional agreements, and the use of protocols for lesson internalization and rehearsals, and analysis of student work and CBA data. Teachers will disaggregate data from iReady, unit assessments, and other formative assessments to plan targeted reteach from spiraled review and activities.

Strategy's Expected Result/Impact: 50% or more of third grade and fourth grade students will achieve Meets Grade Level in STAAR Math

Staff Responsible for Monitoring: Administrators and Support Teacher

Funding Sources: Extra duty pay tutoring for additional planning time 6100 Payroll- Title I Funds, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Goal 5 Increase the percentage in Student Attendance from 94.34% in the 2025-26 school year to 95% in the 2026-2027 school year.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Excellence

Evaluation Data Source: Surveys, Title I meetings (Parent-School Compact), Parent information night responses, student attendance patterns.

Strategy 1

Conduct surveys or interviews with students, parents, and teachers to understand why students are absent. Common reasons may include health issues, family problems, transportation difficulties, or disengagement with school. Analyze Attendance Patterns by tracking attendance data to identify trends such as chronic absenteeism or specific grade levels, classes, or times of the year where absenteeism spikes.

Strategy's Expected Result/Impact: Increase the percentage in Student Attendance from 94.34% in the 2025-26 school year to 95% in the 2026-2027 school year.

Staff Responsible for Monitoring: Administrators, teachers and staff

Formative Reviews

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Strategy 2

Build a positive school culture (PBIS centered) by creating a welcoming environment and ensuring the school environment is inviting and inclusive, as well as, develop a recognition system students that celebrates good attendance, as well as teacher recognition programs (Teacher of the Month, shout-outs, spotlight). Publicize students who achieve perfect or improved attendance in newsletters, assemblies, and social media.

Strategy's Expected Result/Impact: Increase the percentage in Student Attendance from 94.34% in the 2025-26 school year to 95% in the 2026-2027 school year.

Staff Responsible for Monitoring: Administrators, teachers and staff

Formative Reviews

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Goal 6

Percentage of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease by 25% in 2026-2027 compared to 2025-2026.

Performance Objective 1

Excellence

Evaluation Data Source: Review 360 and Edugence reports, Parent Survey

Strategy 1

Through PBIS, we will plan academic and behavior nest challenges for the 2026-2027 school year and design all communications for staff and families, as well as, order materials needed to execute nest pep rallies, reward celebrations, and campus-wide system posters. Positive behavior support system will be implemented school wide through Nest system in which students can earn Nest points for academic success and improvement, as well as, outstanding character and behavior.
Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and restorative practices. Teachers will review discipline data and intervention strategies every grading cycle.

Strategy's Expected Result/Impact: Decreased OSS and ISS placements. Increased teacher and student retention and recruitment.

Staff Responsible for Monitoring: Assistant Principal, Classroom teachers, PBIS team

Formative Reviews

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Goal 7

By May 2027, at least 75% of parents/guardians will participate in at least one school-sponsored engagement activity (such as Title I meetings/trainings, family literacy/math nights, parent-teacher conferences, or volunteer opportunities), as measured by sign-in sheets and parent surveys.

Performance Objective 1

Excellence

Evaluation Data Source: Title I and Family and Community Involvement Parent sign-in sheets
Review 360 discipline data
Schedule of calendar of events

Strategy 1

Developing a Family and Community Involvement calendar of events, with at least one parent involvement opportunity for all families and community each month of the school year, and promoting it in all sources of communication (call-outs, weekly newsletter, social media, Flyers in Tuesday folders)

Strategy's Expected Result/Impact: Increased school and home relationships, and increase parent and family engagement in school activities and student learning to strengthen the home-school partnership and support student academic growth.
Decreased OSS and ISS placements.
Student growth in math and reading.

Staff Responsible for Monitoring: Administrators, Counselor, Support Teacher, Teachers

Formative Reviews

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Strategy 2

Steadham Elementary will intentionally build strong relationships with students and families by creating welcoming opportunities throughout the school year that support successful transitions at every stage of a student's elementary experience. Events such as the Welcome-Porch Party, Parent Information Night-Meet the Teacher, Fall and Spring Parent Conferences, Hispanic Heritage Night, Black History Night, Multicultural Program, Pre-K Graduation, and 5th Grade Graduation as well as grade level award ceremonies for Kinder-4th grade will provide families with opportunities to meet staff, learn about school expectations and resources, celebrate student and cultural achievements, and establish meaningful connections with the school community.

Strategy's Expected Result/Impact: Increased family engagement, stronger relationships, and smoother student transitions.
Decreased OSS and ISS placements.
Student growth in math and reading.

Staff Responsible for Monitoring: Administrators, Counselor, Support Teacher, Teachers

Funding Sources: Parent Involvement Supplies and Materials 6300 Parent Involvement. Supplies T1, $575, Teacher and Paraprofessional Sub and Extra Duty 6100 Parent Inv. Payroll T1, $1,495, Supplies and Materials - Paper 6300 Supplies and Materials- Title I Funds, $3,439

Formative Reviews

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Goal 8

Increase the percentage of Emergent Bilingual students meeting progress in Achieving English Language Proficiency on TELPAS from _38_% in 2025-2026 to _45_% in 2030 (2026-2027 target 40%).

Performance Objective 1

Foundations

Evaluation Data Source: CBAs, TELPAS, STAAR interim, STAAR

Strategy 1

All general education teachers who serve EB students will utilize ELPS Seidlitz Education Flip Books as a resource for academic language instruction to identify EB student gaps and provide daily small-group instruction focused on academic vocabulary development, reading comprehension, and writing skills in both English and content areas.

Strategy's Expected Result/Impact: 45% Emergent Bilingual students meeting progress in Achieving English Language Proficiency on TELPAS.

Staff Responsible for Monitoring: TELPAS Administrator, Principal, Teachers, Support Teacher, EB Paraprofessional

Funding Sources: Supplies and Materials - TELPAS books and Paper 6300 Supplies and Materials- Title I Funds, $806

Title I: 2.5.1, 2.5.2

Formative Reviews

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Goal 9

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Reading Language Arts STAAR from 14% to 30% (2026-2027 target).

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Math STAAR from 20% to 30% (2026-2027 target).

Performance Objective 1 ☑ High Priority

Foundations

Evaluation Data Source: iReady BOY, MOY and EOY, CBAs, STAAR Interim, Mock STAAR

Strategy 1

General education and specialized instruction teachers will collaborate to design and deliver targeted, small-group instruction and progress monitoring, addressing foundational reading and math gaps for students receiving specialized services, including during, classroom instrucitonal block and incllusion time, WIN intervention blocks, and before or after school tutorials

Strategy's Expected Result/Impact: Special Education students meeting campus goal for meets grade level in STAAR RLA and MATH

Staff Responsible for Monitoring: General Education Teachers, Special Education Teachers, ST, IST and Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Pauletter Brody	Support Teacher	Title I	1

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Antonio	Martinez	Principal	Administrator
Lataisha	Stinnette	Assistant Principal	Administrator
Paulette	Brody	Instructional Support Teacher	Other School Leader
Santana	Gaona	Parent	Parent Representative
Patsy	Gilliland	Parent	Parent Representative
Gregg	MacInnis	Business Representative	Business Representative
Laura	Collins	Business Representative	Business Representative
Kason	Huddleston	Community Representative	Community Representative
Chris	Bunkoff	Kewanis Club	Community Representative
Sonya	Pierce	Counselor	Specialized Instructional Support
Diana	Pecorino	Student Services Coordinator	LEA Administrator
Cabrina	Mathieu	Diagnostician	SIS OIADBS
Michele	Webber	Dyslexia Teacher	SIS OIADBS
Yakesha	Jones	5th grade Teacher	Classroom Teacher
Neftalif	Alvarado	4th Grade Bilingual Teacher	Classroom Teacher
Delia	Portillo	2nd grade Bilingual Teacher	Classroom Teacher
Danica	Reed	Special Education Aide	Classroom Teacher
Cheryl	Burnett	ABC SpEd. 2-3 Teacher	Special Education Teacher
Cecilia	Ochoa	Bilingual Instructional Aide	Paraprofessional
Lori	Harris	Special Education Aide	Paraprofessional

Funding Summary

Funding Summary

6100 Payroll- Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Instructional planning - Subs	--	$3,000.00
4	1	2	Extra duty pay tutoring for additional planning time	--	$5,000.00
				Sub-Total	$8,000.00
				Budgeted Fund Source Amount	$8,000.00
				+/- Difference	$0.00

6100 Parent Inv. Payroll T1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Teacher and Paraprofessional Sub and Extra Duty	--	$1,495.00
				Sub-Total	$1,495.00
				Budgeted Fund Source Amount	$1,425.00
				+/- Difference	**-$70.00**

6300 Supplies and Materials- Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Supplies and Materials - Paper	--	$3,439.00
8	1	1	Supplies and Materials - TELPAS books and Paper	--	$806.00
				Sub-Total	$4,245.00
				Budgeted Fund Source Amount	$4,245.00
				+/- Difference	$0.00

6300 Parent Involvement. Supplies T1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Parent Involvement Supplies and Materials	--	$575.00
				Sub-Total	$575.00
				Budgeted Fund Source Amount	$575.00
				+/- Difference	$0.00