

CURE ELEMENTARY

Approved by the Waller ISD School Board on November 12, 2026

Mission and Vision

Mission

Rooted in community, we inspire future leaders through critical thinking, rich experiences, and a passion for learning.

Vision

Cure Elementary is a supportive community that empowers every student through high-quality instruction and rich experiences that spark curiosity, critical thinking, and lifelong learning.

Needs Assessment

The needs assessment section of this tool uses the EDF levers as strategic guardrails, ensuring alignment with the TEC §11.252 and ESSA requirements. In this section, school systems and campuses will evaluate each lever for academic and operational success. The levers listed below frame the guiding questions and support school systems/campuses in conducting a holistic review of system strengths and identifying root causes. This ensures a focused, data-informed foundation for identifying priorities and informing subsequent planning efforts.

Note: The EDF levers serve as the foundation for assessing school system needs, but this document is not comprehensive of every EDF key practice. Learn more about specific key practices at texasedf.org.

Lever 1: Planning and Performance Management

The campus leadership team will determine the degree to which the school has a clear, stakeholder-informed vision for student success, aligned campus improvement goals, and effective systems for monitoring classroom progress and driving continuous improvement.

Lever 1, Question A	
How does the campus planning process establish a clear vision and a localized roadmap that defines the daily student experience and academic success?	
Reference	**Recommended Data Sources - Data Folder**
EDF 1.1	Campus improvement plan Campus scorecards Texas Assessment Performance Report (TAPR) reports Stakeholder survey results.
Use the data to answer the question in the space below.	

The campus planning process is grounded in the district's partnership with Region 4 Education Service Center and the Texas Education Agency through the Texas Strategic Leadership initiative which began during the 2025–2026 school year. This work has guided the development of a clearly defined envisioned student experience that outlines what students should know, experience, and achieve from entry through graduation.

At the campus level, this vision is translated into a localized roadmap through the Campus Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP). Campus leadership teams analyze student performance data, stakeholder feedback, and program effectiveness to identify priority needs directly tied to student outcomes. These priorities are then used to establish focused, measurable SMART goals that define the daily student experience and expectations for academic success.

During the 2025–2026 school year, the campus shifted from managing multiple broad goals to prioritizing a smaller number of targeted goals aligned to student achievement. Campus leaders regularly monitor progress, adjust strategies, and ensure that instructional practices, interventions, and resources are aligned to these goals. Beginning in the 2026–2027 school year, the planning process will be further refined to streamline goals and deepen the focus on strengthening the academic experience.

This intentional alignment ensures that the campus planning process is cohesive, data-driven, and directly connected to the district's strategic vision, resulting in a clear, actionable roadmap that shapes the daily student experience and drives continuous improvement in academic success.

Lever 1, Question B	
What system(s) does the campus utilize to actively engage and incorporate input from diverse stakeholders—including families, teachers, students, and community members—throughout the development, implementation, monitoring, and annual revision of the Campus Improvement Plan (CIP)? Note: The CIP must be collaboratively developed, evaluated, and revised by the Campus Principal with the assistance of the Site-Based Decision-Making (SBDM) committee. Per TEC §11.251 and §11.253, the campus must ensure that planning involves professional staff, parents, and community members to improve student performance for all populations.	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a); ESSA, Title I, Part A, §1112(a)(1)(A); ESSA, Title I, Part A, §1112(a)(1)(B); ESSA, Title II, Part A, 2102(b)(2)(D) and 2102(b)(3)(A-B); EDF 1.1	Stakeholder engagement logs SBDMC Sign-in sheets SBDMC agendas/minutes Communication Artifacts Parent/staff survey data
Use the data to answer the question in the space below.	
At Cure Elementary, we intentionally engage a variety of stakeholders in the development, implementation, and ongoing review of the Campus Improvement Plan (CIP). The campus utilizes systems such as staff feedback through team meetings and surveys, student input through classroom discussions and campus initiatives, and family and community engagement through events, communication platforms, and parent surveys. The Site-Based Decision-Making (SBDM) committee plays a key role in reviewing data, providing input, and monitoring progress toward CIP goals. Throughout the year, campus leadership gathers and analyzes feedback from these stakeholders to make adjustments as needed. This continuous feedback loop ensures the CIP remains responsive to the needs of students, staff, families, and the broader community.	

Lever 1, Question C
If the campus is identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), how is the campus leadership team implementing and monitoring the specific School Support and Improvement activities required under ESSA Sections 1111(d)(1) and 1111(d)(2)? Note: If this campus has not been identified for CSI or TSI by the state, this section may be marked “Not Applicable.” However, if identified, the campus must provide evidence of a rigorous Comprehensive Needs Assessment (CNA) and a plan that addresses the specific student groups (e.g.,

Special Education, English Learners) that triggered the identification.	
Reference	**Recommended Data Sources - Data Folder**
ESSA §1111(d)	Campus needs assessments Targeted Action Steps Allocation Dashboard Intervention plans Formative Assessment
Use the data to answer the question in the space below.	
N/A	

Lever 2: Talent

The campus leadership team will determine the degree to which it has developed and sustained a high-quality workforce by selecting the best candidates from the district pool, developing them through targeted coaching, and retaining them through a supportive campus culture and clear advancement pathways.

Lever 2, Question A	
How does the campus select high-quality educators from the applicant pool and utilize localized systems—such as T-TESS feedback, TIA pathways, and campus-based leadership roles—to ensure the retention and professional growth of effective staff?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title II, Part A, §2101(c)(4)(B)(i); EDF 2.2 and 2.3.2	Campus staffing plan Summative Evaluation Data T-TESS evaluation reports TIA designation lists Retention/turnover data Exit/Stay Interviews
Use the data to answer the question in the space below.	
At Cure Elementary, we intentionally select high-quality educators through a structured hiring process that prioritizes instructional alignment, student-centered practices, and a strong fit with our campus vision. We support and grow our staff through consistent feedback systems, including T-TESS (pre-conference, observation, post-conference, and end-of-year summative) and two informal walkthroughs. Our Instructional Leadership Team conducts weekly classroom observations and meets to analyze trends, ensuring alignment and responsiveness to campus needs. Teachers receive clear, actionable feedback after each walkthrough with specific next steps for improvement. We also leverage TIA pathways and campus-based leadership opportunities to recognize and retain effective educators, providing meaningful opportunities for growth, collaboration, and leadership across the campus.	

Lever 2, Question B	
How does the campus coordinate its professional development activities to ensure that federal, state, and local program goals—such as those for English Learners (Title III), Special Education (IDEA), and At-Risk students—are integrated into a cohesive instructional growth plan? Note: Per ESSA §2102(b)(2)(F), professional development must be coordinated with other programs to avoid "siloed" training. For a campus, this means that a teacher's PD on literacy (Local/State) should also incorporate strategies for English Learners (Title III) and differentiated instruction (Title I/Special Education) rather than treating them as separate, unrelated workshops.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title II, Part A, §2102(b)(2)(F)	Professional Development tracker Attendance and topics Resource Alignment Coordination training Integrated training
Use the data to answer the question in the space below.	
At Cure Elementary, professional development is intentionally coordinated to align federal, state, and local program goals into a unified instructional growth plan. Campus leadership analyzes student performance data across subgroups—including English Learners, Special Education, and At-Risk students—to identify targeted areas of need and ensure alignment of supports. Professional development is planned through the Instructional Leadership Team and delivered through whole-group training, targeted small-group sessions, job-embedded coaching, and weekly PLC meetings with each grade level. PLCs provide a structured space for teachers to analyze data, plan instruction, and implement strategies that support language acquisition, differentiation, and specially designed instruction. Ongoing monitoring through T-TESS, walkthrough data, and PLC conversations ensures that professional learning is implemented with fidelity. This cohesive approach allows the campus to align compliance requirements with instructional best practices, resulting in meaningful growth for all student groups.	

Lever 2, Question C
How does the campus leadership ensure that the most experienced and high-quality teachers are strategically assigned to the students, grade levels, or subject areas with the highest academic need?

Note: Per ESSA §1112(b)(2), schools must address disparities in teacher experience and effectiveness. At the campus level, this means monitoring the "Internal Equity" of teacher assignments—ensuring that "At-Risk," English Learner, and Special Education populations have consistent access to veteran, high-performing educators rather than a concentration of first-year or struggling staff.

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, §1112(b)(2); EDF 2.1.5	Equity compliance Master schedule Student Progress reports Mentor/Mentee Logs Campus demographic reports

Use the data to answer the question in the space below.

At Cure Elementary, campus leadership strategically assigns highly effective and experienced teachers to grade levels and student groups with the greatest academic need. This process is informed by multiple data points, including student performance data, teacher effectiveness measures (such as T-TESS), and knowledge of individual teacher strengths.

The leadership team collaborates to ensure a balanced distribution of instructional expertise across grade levels and content areas, with a focus on placing strong educators in critical testing grades and classrooms serving high-need populations, including English Learners, Special Education, and At-Risk students.

Ongoing monitoring through walkthroughs, PLCs, and student data reviews allows leadership to make adjustments as needed to ensure all students have access to high-quality instruction. This intentional staffing approach supports both student achievement and teacher development across the campus.

Lever 2, Question D

How does the campus ensure that professional development funded by Title II, Part A is directly aligned with the TEKS, fulfills the "Supplement, Not Supplant" requirement by providing training beyond basic mandates, and meets the federal definition of being "sustained, intensive, and job-embedded"?

Note: Per ESSA §8101(42), "professional development" must not be a stand-alone, 1-day, or short-term workshop. At the campus level, this means a conference or workshop must be followed by ongoing PLC discussion, classroom observations, or coaching cycles to remain compliant with Title II funding.

Reference	Recommended Data Sources - Data Folder
ESSA, Title II, Part A, §2102(b)(2)(A), §2301, §8101(42)	TEKS alignment guides PD Definition Check Training Content Supplanting Check PD Feedback/Impact Professional development agendas

Use the data to answer the question in the space below.

At Cure Elementary, Title II, Part A funds are used to support professional development that is intentionally aligned to the TEKS and focused on improving instructional practices to meet the needs of all learners. Campus leadership ensures that all funded training goes beyond basic compliance requirements, supplementing core professional learning by targeting specific instructional priorities identified through student data and campus goals.

Professional development is designed to be sustained, intensive, and job-embedded. Learning is not limited to one-time workshops; instead, it is reinforced through ongoing support structures such as weekly PLC meetings, instructional coaching, follow-up observations, and feedback cycles. Teachers engage in continuous collaboration to implement strategies, reflect on practice, and adjust instruction based on student outcomes.

The Instructional Leadership Team monitors the implementation and impact of professional development through walkthrough data, T-TESS feedback, and PLC discussions. This ensures that Title II-funded activities remain aligned to TEKS, meet federal requirements, and result in meaningful, lasting improvements in teaching and student achievement.

Lever 3: Integrated Student Support Systems

The campus leadership team will determine the degree to which it implements localized systems to address non-academic barriers—such as mental health, behavior, and wellness—while actively engaging families and fostering a safe, inclusive environment that meets the unique needs of the campus community.

Behavioral and Mental Health Supports

This section focuses on the campus's coordinated efforts to address behavioral health, mental wellness, grief support, and trauma-informed needs of students and staff. For additional context, please consult TEA's mental health best practices and programs list of competencies document.

Lever 3, Question A	
What grief and trauma-informed practices does the campus have in place to support student and staff behavioral, mental, and wellness needs?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(10); EDF 3.3.1	MTSS documentation Counseling logs Referral Forms Staff training records Mental health referral data
Use the data to answer the question in the space below.	
At Cure Elementary, we implement a trauma- and grief-informed approach that supports the behavioral, mental, and wellness needs of students and staff. The campus creates safe, predictable, and supportive learning environments through strong relationships, consistent routines, and schoolwide systems. All grade levels implement morning circles using the Character Strong curriculum to explicitly teach social-emotional skills such as coping with stress, identifying and communicating emotions, empathy, and healthy relationship building. Students are also supported in developing problem-solving, goal setting, and responsible decision-making skills that promote resilience and positive behavior. We also refer to TCHATT when students need more regular therapy. Texana Center and the Harris Center are also available to support students who may have more extreme needs. The campus uses a schoolwide PBIS framework and PACK expectations to reinforce positive behavior, build school connectedness, and promote a safe and respectful learning environment. This is further reinforced through a daily morning affirmation shared on announcements and recited by staff and students: "I will be prepared to learn, act responsibly, choose kindness, and keep safe. P-A-C-K, do it the Coyote Way!"	

Staff are trained in trauma-informed and restorative practices and respond to student needs using de-escalation strategies and targeted supports. The campus also ensures access to counseling services and follows local trauma-informed care policies for referral and intervention.

Ongoing professional learning strengthens staff understanding of trauma, risk factors, and protective factors, while campus-wide systems promote bullying prevention, help-seeking behaviors, and a positive, inclusive climate for all students.

Lever 3, Question B	
What programs, practices, strategies, and monitoring procedures are in place to evaluate the effectiveness of conflict resolution instruction?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(ii); EDF 3.2.3	Curriculum maps Counseling logs Peer mediation records Staff PD records

Use the data to answer the question in the space below.

At Cure Elementary, the effectiveness of conflict resolution instruction is evaluated through a combination of programs, consistent practices, and ongoing data monitoring systems.

The campus utilizes PBIS and PACK expectations to proactively teach and reinforce positive behavior, while Character Strong morning circles and restorative practices provide students with structured opportunities to learn and apply conflict resolution skills. When conflicts occur, staff use restorative conversations and reteaching to help students reflect, repair relationships, and practice appropriate behaviors.

Effectiveness is monitored through multiple data systems, including discipline data trackers that are reviewed regularly by campus leadership and tailored to identify individual student behavior trends and needs. Teachers also maintain daily behavior logs for students who require additional support, allowing for timely interventions, pattern identification, and communication with families and support staff.

This data is reviewed in PLCs, ILT meetings, and behavior team discussions to guide reteaching, adjust interventions, and provide targeted supports. This continuous cycle of instruction, reflection, and data analysis ensures that conflict resolution strategies are effective and responsive to student needs.

Lever 3, Question C	
What violence prevention strategies are implemented at the campus, and how are these strategies monitored?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(iii); EDF 3.2.3	PBIS implementation logs Threat assessment team protocols School climate survey results
Use the data to answer the question in the space below.	

At Cure Elementary, violence prevention is addressed through proactive instruction, strong relationships, and early intervention systems designed to support student behavior and well-being.

The campus implements the Character Strong curriculum through daily morning circles to explicitly teach social-emotional skills such as empathy, self-regulation, conflict resolution, and responsible decision-making. These skills are reinforced through PBIS and PACK expectations, restorative discipline practices, and consistent reteaching of expected behaviors to prevent escalation and promote positive choices.

Additional supports include active parent involvement, counseling services, and targeted social skills small groups for students who need more intensive instruction in communication, self-regulation, and peer interaction. Students also have access to a counselor request system, allowing them to self-advocate when support is needed.

Early identification of behavioral concerns is supported through teacher observations, daily behavior logs, and ongoing communication between staff and families. Campus leadership and counseling staff monitor patterns through behavior data reviews and discipline trackers, which inform interventions, small group placement, and restorative supports.

These strategies are continuously monitored through PLCs, ILT meetings, and counseling team collaboration to ensure timely response, consistency, and effectiveness in promoting a safe and supportive campus environment.

Lever 3, Question D

How does the campus monitor and reduce the overuse of exclusionary discipline practices (e.g., suspensions, removals from class), especially among student subgroups with disproportionately high discipline rates?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(11); EDF 3.2.3	Disaggregated discipline reports Restorative practice logs Cultural responsiveness training records
Use the data to answer the question in the space below.	

At Cure Elementary, the campus actively monitors and works to reduce the use of exclusionary discipline practices through a data-driven and restorative approach. Discipline data is reviewed quarterly using Skyward reports to identify patterns, trends, and any disproportionate impact on student subgroups.

Campus leadership and the Instructional Leadership Team analyze this data to ensure equitable practices and to identify students who may need additional supports rather than exclusionary consequences. When disproportionality is identified, the campus responds by implementing targeted interventions such as restorative conversations, behavior reteaching, counseling support, and social skills small groups.

Teachers are supported in using proactive classroom management strategies aligned with PBIS and PACK expectations, as well as restorative practices that focus on relationship repair and skill-building rather than removal from instruction whenever possible.

Findings from quarterly data reviews are shared during ILT and PLC meetings to guide instructional and behavioral supports, adjust interventions, and ensure consistent campus-wide implementation. This ongoing monitoring process helps reduce exclusionary discipline while promoting equity, accountability, and positive student outcomes.

Supportive School Environments

This section focuses on the campus's efforts to create safe, supportive environments for students in specialized program areas, including dyslexia, emergent bilingual learners, students at risk of dropping out, migratory students, students experiencing homelessness, and those in correctional or alternative education settings.

Lever 3, Question E
What systems and procedures support students with dyslexia, including early identification, evidence-based instruction, and parent communication?

Reference	Recommended Data Sources - Data Folder
TEC §11.253(a)(3)(B)(iv); EDF 3.1.1, 3.1.2, and 3.1.4	Universal screener results Evaluation timelines Intervention plans Family communication records

Use the data to answer the question in the space below.

At Cure Elementary, students with dyslexia are supported through a structured system focused on early identification, evidence-based instruction, and ongoing family communication.

Early detection is supported through universal screeners and ongoing progress monitoring to identify students who may be at risk for reading difficulties. Teacher concerns are also shared during weekly PLC meetings through “Kid Talks,” where grade-level teams and instructional leaders review data and determine next steps for support or referral.

When warning signs arise, parents are promptly informed and engaged in the process. The campus partners with families to explain concerns, review data, and guide them through the identification process, including evaluation, diagnosis (when applicable), and the ARD process, to ensure students receive appropriate supports and services.

Identified students receive targeted, evidence-based intervention through the Reading by Design (RBD) curriculum. These students participate in 50 minutes of small-group instruction, four days per week, focused on explicit, systematic instruction in phonics, decoding, fluency, and comprehension.

This system ensures early identification, strong family collaboration, and timely intervention so that all students receive the support needed for academic success.

Lever 3, Question F

What systems does the campus have in place to identify emergent bilingual students and determine their eligibility for language instruction services, such as through home language surveys and English language proficiency assessments?

Reference	Recommended Data Sources - Data Folder
ESSA, Title III, Part A, §3113(b)(2); EDF 3.1.1 and 3.1.4	Home language survey responses LPAC meeting notes TELPAS data

	Language proficiency assessment results
Use the data to answer the question in the space below.	
At Cure Elementary, emergent bilingual students are identified and supported through a systematic process that ensures timely placement in appropriate language instruction services. Identification begins with the Home Language Survey completed during enrollment. Students who indicate a language other than English are further assessed using state-approved English language proficiency assessments, including TELPAS and other designated screening tools as required. These results, along with additional academic data, are used to determine eligibility for English language services and appropriate program placement. Once identified, emergent bilingual students are supported through research-based instructional practices embedded in daily classroom instruction. Teachers utilize strategies such as sheltered instruction, visual supports, structured language routines, and scaffolded academic language development to ensure access to grade-level TEKS while building English proficiency. Student progress is continuously monitored through TELPAS data, classroom assessments, and ongoing teacher observation. This information is used to guide instruction, provide targeted supports, and ensure students are making appropriate linguistic and academic progress.	

Lever 3, Question G	
What strategies does the campus use to prevent student dropouts and re-engage students who are at risk of dropping out or who have already disengaged from school?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(C); EDF 3.3.1	Early warning system dashboards Attendance reports Credit recovery program logs
Use the data to answer the question in the space below.	

At Cure Elementary, dropout prevention and student re-engagement efforts are focused on early identification, strong relationships, and targeted academic and behavioral supports to keep students actively engaged in school.

Because early academic success is critical to long-term retention, the campus uses multiple systems to identify students who may be at risk, including attendance monitoring, academic performance data, and teacher referrals through PLC “Kid Talks.” Early warning indicators are addressed promptly through collaborative problem-solving among teachers, counselors, and campus leadership.

Students who demonstrate disengagement receive targeted supports such as small group instruction, tutoring, social-emotional learning through Character Strong, and restorative practices to rebuild relationships and increase school connectedness. PBIS and PACK expectations also reinforce positive behavior and engagement across all settings.

Counselors provide individualized support through check-ins, small social skills groups, and access to counseling services. Students are also encouraged to self-advocate through counselor request systems, promoting timely intervention when concerns arise.

Family engagement is a key component, with regular communication to address attendance, behavior, and academic concerns early. The campus works collaboratively with families to develop support plans that re-engage students and remove barriers to attendance and participation.

These coordinated systems ensure that students are identified early, supported holistically, and reconnected to school through meaningful relationships and targeted interventions.

Lever 3, Question H	
What academic programs and targeted support plans are laid out in the formal agreement between the campus and the local facility serving delinquent children and are in place for students residing in local institutions for neglected or delinquent youth, or enrolled in correctional or alternative education programs?	
	Recommended Data Sources - Data Folder
ESSA, Title I, Part D, §1423(2, 3, & 6); ESSA, Title I, Part A, §1112(b)(5); EDF 3.3.4	MOUs with facilities Transition plans Case management logs Academic progress monitoring reports
Use the data to answer the question in the space below.	

At Cure Elementary, formal agreements with local facilities serving neglected or delinquent youth ensure that any placed or transitioning students receive appropriate academic continuity and targeted support aligned with state and district requirements.

These agreements outline coordinated procedures for enrollment, credit and records transfer, and the timely sharing of academic data to ensure minimal disruption to instruction. Students are provided access to TEKS-aligned instruction and are supported through individualized academic plans that address learning gaps and prioritize core subject mastery.

Instructional supports include targeted small-group instruction, differentiated assignments, and intervention services aligned to student needs upon entry. Campus staff collaborate with facility personnel, when applicable, to ensure continuity of instruction, behavior supports, and progress monitoring.

Student progress is regularly monitored through assessments, teacher feedback, and data reviews, with adjustments made to intervention plans as needed. The campus also ensures that students have access to counseling supports and behavior interventions consistent with campus PBIS and restorative practices frameworks.

These coordinated systems ensure that students residing in or transitioning from local facilities receive consistent, high-quality instruction and the supports necessary for successful reintegration and academic progress.

Lever 3, Question I	
What strategies does the campus use and fund to support students transitioning from juvenile justice placements or correctional facilities back into their zoned campuses?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part D, Subpart 2, §1421; ESSA, Title I, Part D, Subpart 2, §1423(2); ESSA, Title I, Part D, Subpart 2, §1422(b); EDF 3.3.4	MOUs with facilities Transition plans Case management logs Academic progress monitoring reports
Use the data to answer the question in the space below.	
At Cure Elementary, strategies to support students transitioning from juvenile justice placements or correctional facilities focus on academic	

continuity, behavioral support, and strong collaboration to ensure a successful re-entry into the zoned campus setting.

The campus works in coordination with district and facility partners to review student academic records, behavior histories, and credit completion to develop individualized transition plans. These plans prioritize TEKS-aligned instruction, targeted interventions, and appropriate placement to address academic gaps upon re-entry.

Students receive layered support including small-group instruction, tutoring, and intervention services aligned to identified academic needs. Behavioral and social-emotional supports are provided through PBIS and PACK expectations, restorative practices, and counseling services to help students rebuild relationships, adjust to campus routines, and re-engage positively in the school environment.

Funding and resources are used to support counseling services, intervention staff, and instructional materials that facilitate accelerated learning and re-engagement. Staff collaborate closely with families to ensure consistent communication, set expectations, and strengthen home-school partnerships during the transition period.

Ongoing monitoring through academic assessments, behavior data, and counselor check-ins ensures that supports are adjusted as needed. This coordinated system helps students successfully transition back into a structured learning environment while promoting long-term academic and behavioral success.

Lever 3, Question J	
What poverty measure does the school system use to determine school-level Title I eligibility and select school attendance areas? Please select all that apply.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1113(a)(5)(A)	Enrollment data Free/reduced lunch eligibility reports Medicaid/TANF participation records Census poverty data Composite measure documentation
Use the data to check the applicable boxes.	
Check all applicable boxes. ☐ Children, ages 5 through 17, inclusive, in poverty, counted in the most recent census data approved by the Secretary of Education	

- [x] Children eligible for free and/or reduced-price lunches under the National School Lunch Act Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage.
- [ ] Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF)
- [ ] Children eligible to receive medical assistance under the Medicaid program
- [ ] A composite of any of the above measures. If this measure is selected, also indicate which of the above-listed options are included in the composite.

Lever 3, Question K	
What systems are in place to ensure students experiencing homelessness have fair access to education and related supports? Note: Supports should reflect provisions under the McKinney-Vento Act, including immediate enrollment, transportation assistance, and academic support. If the school system does not have a McKinney-Vento program, describe what services it will provide to students who are experiencing homelessness in the school system.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1113(c)(3)(A); EDF 3.3.1	Identification logs Transportation assistance records Case management notes Shelter outreach logs
Use the data to answer the question in the space below.	
At Cure Elementary, systems are in place to ensure students experiencing homelessness have full and equitable access to education in alignment with the McKinney-Vento Act. Students are provided immediate enrollment regardless of documentation status, and barriers such as missing records, residency verification, or immunization records are addressed without delaying access to school. The campus works closely with district McKinney-Vento liaisons to ensure proper identification and support for eligible students. Transportation assistance is coordinated to ensure students can remain in their school of origin when appropriate, providing stability and continuity of instruction. Once enrolled, students receive access to the same academic programs, interventions, and enrichment opportunities as all peers,	

including small-group instruction and targeted academic support based on need.

Campus staff, including counselors and administrators, monitor student progress and provide additional support such as counseling services, school supplies, and connections to community resources when needed. Teachers use ongoing data and PLC collaboration to ensure instructional needs are met and any learning gaps are addressed promptly.

These coordinated systems ensure that students experiencing homelessness are supported academically, socially, and emotionally, with a focus on stability, consistency, and equitable access to all educational opportunities.

Lever 3, Question L	
How does the campus support students in foster care to ensure fair access to education and related supports?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1111(g)(1)(E); ESSA, Title I, Part A, §1112(c)(5)(B); EDF 3.3.1	Foster care liaison logs DFPS coordination records Enrollment and transportation documentation Case management notes

Use the data to answer the question in the space below.

At Cure Elementary, systems are in place to ensure students in foster care receive consistent, equitable access to education and related supports in alignment with ESSA requirements.

The campus works closely with the district foster care liaison and DFPS representatives to ensure immediate enrollment, stable school placement when appropriate, and timely transfer of academic records. Decisions regarding school placement prioritize the student's best interest, with a focus on maintaining educational stability.

Transportation support is coordinated to ensure students can remain in their school of origin when required, reducing disruptions in instruction and promoting continuity in learning. Enrollment and transportation documentation are maintained and monitored to ensure compliance and timely service delivery.

Once enrolled, students in foster care are provided access to all academic programs, interventions, and support services available on campus, including small-group instruction, tutoring, and social-emotional supports. Counselors and campus staff collaborate with caseworkers to monitor

student progress and address academic, behavioral, and emotional needs.

Case management notes, liaison logs, and DFPS coordination records are reviewed to ensure ongoing communication and responsiveness to student needs. This coordinated system ensures that students in foster care are supported academically, socially, and emotionally while maintaining stability and continuity in their education.

Lever 3, Question M	
How does the campus ensure timely identification and recruitment of migratory students?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part C, §1304(c)(7); EDF 3.1.1	Migratory Family Survey responses TX-NGS/MSIX data ECOE documentation Program evaluation reports
Use the data to answer the question in the space below.	

At Cure Elementary, migratory students are identified and recruited through coordinated systems designed to ensure timely enrollment and access to services in alignment with Title I, Part C requirements.

Identification begins at enrollment through the Migratory Family Survey and Home Language Survey processes, which help determine whether a student meets eligibility criteria.

Once identified, migratory students are promptly enrolled and provided access to all academic and support services without delay. Campus and district staff work together to ensure records are obtained quickly and that students experience minimal disruption in instruction.

Ongoing monitoring and coordination occur through program evaluation reports and communication with migrant liaisons to ensure students are properly identified, recruited, and served. This system ensures migratory students receive equitable access to instruction, interventions, and support

services to promote academic success and continuity of learning.

Lever 3, Question N	
How does the campus provide academic and support services to help migratory students meet challenging state standards and remove barriers to their educational success?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part C, §1306(b)(1–2); EDF 3.3.2	TX-NGS/MSIX tracking data Service delivery logs Summer program participation records Family engagement documentation
Use the data to answer the question in the space below.	

At Cure Elementary, migratory students receive targeted academic and support services designed to help them meet challenging state standards and overcome barriers to educational success in alignment with ESSA Title I, Part C requirements.

Once identified, students are provided access to TEKS-aligned instruction along with targeted interventions based on individual academic needs. Teachers use differentiation strategies, small-group instruction, and ongoing progress monitoring to ensure students receive appropriate support in reading, math, and language development.

The campus collaborates with district migrant services to provide supplemental supports such as tutoring, extended learning opportunities, and access to summer or intersession programs when available. These services help address learning gaps that may occur due to frequent mobility.

Family engagement is a key component of support, with consistent communication to ensure families are informed about academic progress, available resources, and opportunities for involvement. Translation and interpretation services are provided as needed to ensure equitable access to information.

Student progress and service delivery are monitored through TX-NGS/MSIX data, service logs, and program participation records. This data is used to adjust supports and ensure migratory students are continuously progressing toward state academic standards while receiving the necessary wraparound services for success.

Family and Community Engagement

This section focuses on the campus's efforts to engage families and community partners to support student learning, access to services, and postsecondary readiness.

Lever 3, Question O	
What are the campus's overall strategies for engaging with parents, families, and the community?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1116(A, a); ESSA, Title I, Part A, §1116(c–f); EDF 3.1.4	Parent Advisory Council agendas Family engagement event logs Stakeholder survey results
Use the data to answer the question in the space below.	

At Cure Elementary, family and community engagement is a key priority that supports student success and strengthens school-home partnerships.

The campus uses multiple strategies to engage parents, families, and community members, including regular communication through newsletters, phone calls, digital platforms, and parent conferences. Family engagement events such as academic nights, curriculum showcases, and student celebrations provide opportunities for families to actively participate in their child's learning.

Input from families and the community is collected through stakeholder surveys and feedback opportunities, which are reviewed by campus leadership and used to guide decision-making and campus improvement efforts. Family engagement event logs are maintained to monitor participation and ensure inclusive outreach efforts.

The campus also provides flexible opportunities for involvement, including volunteer opportunities through our VIPS program, meetings at varied times, and access to interpretation and translation services as needed. These efforts ensure that all families can meaningfully engage in their child's education.

Through these coordinated systems, Cure Elementary builds strong, collaborative relationships with families and the community to support academic achievement, student well-being, and continuous school improvement.

Lever 3, Question P

If applicable, how does the campus ensure that schools operating Targeted Assistance Programs (TAP) identify and prioritize students most in need of Title I, Part A services? Describe the criteria developed in consultation with teachers, parents, administrators, and other relevant staff.

Note: See the TAP identification framework aligned with ESSA Section 1115(b)(1)(B), which requires multiple, educationally related, objective criteria. For grades PK–2, developmentally appropriate measures may include teacher judgment and parent input. Include district-wide cut scores (e.g., passing scores for state assessments, screeners, benchmarks) and documentation of stakeholder consultation.

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, §1115(b)(1)(B); ESSA, Title I, Part A, §1115(c)(1)(B); EDF 3.1.1	TAP identification criteria documentation Ranking sheets Stakeholder consultation meeting notes

Use the data to answer the question in the space below..

Cure Elementary ensures that students served through the Targeted Assistance Program (TAP) are those with the greatest academic need by implementing a systematic, data-driven identification process aligned to ESSA §1115(b)(1)(B). The campus uses multiple, educationally related, objective criteria and engages stakeholders in the development and annual review of the identification framework.

Cure Elementary utilizes a student ranking system that compiles multiple data sources to identify and prioritize students most at risk of failing to meet state academic standards. Students are ranked based on cumulative need, and those with the highest level of need are selected for Title I, Part A services.

Multiple, Objective Criteria Used

Grades 3–5:

- State Assessments (STAAR):
  Students scoring at *Did Not Meet Grade Level* or below district-established cut scores are prioritized.
- District Benchmarks/Universal Screeners:
  Assessments such as MAP and district benchmarks are used, with cut scores typically identifying students performing below the 30th percentile or not meeting grade-level expectations.
- Classroom Performance:
  Report card grades below 70 and consistent low performance on classroom assessments.
- Progress Monitoring/RTI Data:
  Students identified as Tier 2 or Tier 3 based on intervention data and lack of adequate progress.
- Additional Indicators:
  Attendance concerns (chronic absenteeism), retention history, and other academic risk factors.

Grades PK–2:
Developmentally appropriate measures are used, including:

- Early literacy and numeracy screeners (e.g., CLI Engage, Map Fluency, and district-approved tools) with established benchmark cut scores
- Teacher judgment based on daily performance, formative assessments, and observational data
- Parent input gathered through conferences, surveys, and communication logs
- Foundational skill deficits in reading readiness and math

Lever 3, Question Q	
The campus must have a written parent and family engagement policy that is incorporated into the campus's plan and establishes the campus's expectations and objectives for meaningful parent and family engagement Note: If the campus has a separate written parent and family engagement (PFE) policy that includes all the Title I, Part A PFE policy requirements listed in sections 1116(a) and 1116(e), the campus may incorporate that policy into this plan by reference and include the web link in the space below.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1116(a) and 1116(e); EDF 3.1.1	Parent and Family Engagement Policy document Web link to posted policy Stakeholder approval records
Use the data to answer the question in the space below.	
Cure Elementary has a written Parent and Family Engagement (PFE) Policy that is incorporated into the Campus Improvement Plan by reference and meets the requirements of ESSA, Title I, Part A, §1116(a) and §1116(e). The policy establishes clear expectations and objectives for meaningful parent and family engagement, emphasizing strong school-home partnerships, effective two-way communication in English and Spanish, and increased parent involvement to support student academic achievement, behavior, and attendance. The policy ensures meaningful parent involvement in the planning, review, and improvement of the Title I program through Annual Title I meetings, family engagement activities, and participation in the Parent & Family Engagement Committee. It is jointly developed with stakeholders, reviewed annually, and made accessible to all families via the campus website and multiple communication platforms.	

Approved by the Waller ISD School Board on November 12, 2026

Lever 4: Academic Experience

The campus will determine the degree to which it has established a strong instructional system that includes the use of research-based strategies and high-quality instructional materials to support a rigorous student academic experience while ensuring access and resources to prepare students for college, career, or military pathways.

Lever 4, Question A	
How does the campus select and monitor Tier I instruction to ensure all students have access to high-quality, standards-aligned learning across subjects and grade levels? List the core curriculum materials used and describe how they support alignment to the state's challenging academic standards. Note: For school systems that have both Title I and non-Title I campuses, the description provided should make clear how children served with Title I, Part A funds are helped to meet the state academic standards.	
Reference	**Recommended Data Sources - Data Folder**
Title I, Part A, §1112(a)(3)(B); EDF 4.2.3, 4.1.2	Curriculum adoption lists HQIM rubrics TEKS alignment guides PLC agendas
Use the data to answer the question in the space below.	
At Cure Elementary, Tier I instruction is intentionally selected and monitored to ensure all students have access to high-quality, standards-aligned learning across all grade levels and content areas. Core instructional materials are aligned to the TEKS and reviewed for quality, rigor, and coherence using HQIM rubrics and district/state alignment tools. The campus utilizes a standards-based curriculum that includes TEKS-aligned core instructional resources in reading/language arts, mathematics, science, and social studies. These materials are designed to support rigorous instruction, embedded scaffolding, and access for all learners, including students served with Title I, Part A funds, ensuring they meet grade-level academic expectations. Tier I instruction is monitored through weekly PLC meetings, classroom walkthroughs, and ILT instructional reviews. During PLCs, teachers analyze student data, review lesson implementation, and make instructional adjustments to ensure fidelity to TEKS-aligned pacing and expectations. Leadership teams also use walkthrough data and coaching feedback to ensure consistent, high-quality instruction across all classrooms. Students receiving Title I, Part A support benefit from this strong Tier I foundation and are further supported through targeted interventions that reinforce core instruction and address specific learning gaps. This layered system ensures all students have access to rigorous, standards-based	

instruction and the supports needed to meet state academic standards.

Lever 4, Question B	
What is the campus's strategy for aligning both formative and summative assessments? Note: For school systems that have both Title I and non-Title I campuses, the description provided should make clear how children served with Title I, Part A funds are helped to meet the state academic standards.	
Reference	**Recommended Data Sources - Data Folder**
EDF 4.1.4	Assessment calendars STAAR blueprints Formative assessment logs Benchmark data reports
Use the data to answer the question in the space below.	

At Cure Elementary, assessment practices are intentionally aligned to ensure coherence between formative and summative measures so that all students, including those supported through Title I, Part A, are on track to meet grade-level TEKS standards.

The campus follows a district assessment calendar that aligns formative assessments, unit checks, benchmarks, and STAAR blueprints to ensure instruction is consistently preparing students for state expectations. Formative assessments—such as teacher-created checks for understanding, exit tickets, common assessments, and weekly PLC-developed measures—are used to monitor student understanding in real time and adjust instruction as needed.

Summative assessments, including district benchmarks and STAAR-aligned assessments, are used to evaluate mastery of TEKS at key intervals throughout the year. These results are analyzed alongside formative data to identify trends, learning gaps, and areas of strength.

Weekly PLC meetings are central to this alignment process, where teachers collaboratively review formative assessment data, plan reteaching, and ensure instructional pacing remains aligned to standards. Benchmark data reports are also reviewed by campus leadership and instructional teams to guide intervention planning and Tier I instructional adjustments.

This aligned system ensures that formative and summative assessments work together to provide a comprehensive picture of student learning, allowing timely instructional responses and targeted support to ensure all students meet rigorous academic standards.

Lever 4, Question C	
How does the campus collaborate with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success to support Title IV Part A activities and ensure smooth transitions from middle school to high school and from high school to College Career and Military Readiness (CCMR), including early college, dual/concurrent enrollment, or career-focused pathways? Describe how these partnerships are documented and evaluated for effectiveness.	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(G); EDF 4.3.4 and 4.3.5	MOUs with partners Meeting agendas CCMR indicator dashboards Partnership evaluation reports
Use the data to answer the question in the space below.	

At Cure Elementary, collaboration with external partners is designed to support student readiness for future academic pathways while building foundational skills that contribute to long-term College, Career, and Military Readiness (CCMR). Although Cure is an elementary campus, the school intentionally lays the groundwork for future success through partnerships and exposure opportunities aligned to Title IV, Part A goals.

The campus collaborates with community-based organizations, nonprofits, and district partners to provide enrichment opportunities that strengthen academic skills, leadership development, and career awareness. These partnerships may include guest speakers, mentorship programs, and campus events that connect learning to real-world applications.

Documentation of partnerships is maintained through meeting agendas, and event participation records. Campus leadership reviews these partnerships regularly to ensure alignment with student needs and school improvement goals.

Effectiveness is evaluated through feedback from stakeholders, student engagement data, and program participation records. This information is reviewed during campus leadership meetings to determine impact and guide decisions about continuation, expansion, or refinement of partnerships.

Through these collaborative efforts, Cure Elementary ensures students are building strong academic foundations, exposure to future pathways, and the skills necessary for successful transitions to middle school, high school, and beyond.

Lever 4, Question D
How does the campus support the coordination and integration of academic and career and technical education (CTE) content through instructional

strategies, experiential learning, and work-based opportunities that align with in-demand occupations and industry needs?

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, § 1112(b)(12); ESSA, Title IV, Part A, §4107; EDF 4.3.4	Graduation plans Endorsement pathway guides CTE course lists Internship participation logs

Use the data to answer the question in the space below.

At Cure Elementary, the campus supports early career awareness and foundational readiness for Academic and Career and Technical Education (CTE) pathways through intentional instructional practices and exposure opportunities that connect learning to real-world applications.

Although CTE coursework and endorsement pathways formally begin at the secondary level, Cure Elementary builds foundational skills aligned to future in-demand occupations and industry needs through rigorous TEKS-aligned instruction, problem-solving tasks, collaboration, and communication skills embedded across all content areas.

The campus integrates experiential learning opportunities such as classroom projects, career days, guest speakers, and community engagement activities that expose students to a variety of career fields. These experiences help students begin understanding the relationship between academics and future career pathways.

Instructional strategies emphasize critical thinking, goal setting, teamwork, and digital literacy to prepare students for future CTE participation and workforce readiness. Teachers also incorporate real-world connections within lessons to strengthen relevance and engagement.

While formal CTE enrollment, graduation plans, endorsement pathways, and internship opportunities occur at the secondary level, Cure Elementary ensures students are building the academic foundation and career awareness necessary for success in those programs. Documentation such as campus event logs, student participation records, and instructional planning artifacts are used to monitor the effectiveness of these early exposure efforts.

Through these systems, the campus ensures students are prepared with the foundational skills, awareness, and motivation needed to successfully transition into CTE pathways and future career opportunities.

Lever 4, Question E

How does the campus determine the programs and activities funded by Title IV, Part A, to support the objectives and intended outcomes for well-rounded education, safe and healthy students, and effective use of technology and evaluate the effectiveness of such programs and activities

and the corresponding objectives and intended outcomes?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title IV, §4106(e)(1)(A-D)	DIP/CIP documentation Program participation data Stakeholder feedback logs
Use the data to answer the question in the space below.	

At Cure Elementary, Title IV, Part A funds are allocated based on identified campus needs as outlined in the Campus Improvement Plan (CIP) and District Improvement Plan (DIP). Decisions are guided by student performance data, behavior and attendance trends, stakeholder feedback, and instructional priorities to ensure alignment with the three Title IV priorities: a well-rounded education, safe and healthy students, and effective use of technology.

Programs and activities are selected to directly support these goals, such as social-emotional learning through Character Strong, PBIS and PACK systems for student behavior and school climate, counseling and small-group supports for student wellness, and instructional technology tools that enhance engagement and access to TEKS-aligned instruction.

Effectiveness is evaluated through multiple data sources, including program participation data, student academic and behavior outcomes, attendance trends, and stakeholder feedback collected through surveys and engagement logs. Campus leadership and instructional teams regularly review this data during PLCs and leadership meetings to determine impact and make adjustments as needed.

This continuous cycle of planning, implementation, and evaluation ensures Title IV, Part A funds are used strategically to support student achievement, well-being, and access to high-quality instructional tools.

Lever 4, Question F	
How does the campus communicate the importance of making informed curriculum choices in middle and high school (e.g., endorsements, advanced coursework, career pathways) that align with students' post-secondary goals?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(4)(A-C); EDF 4.3.5	Graduation plan templates Endorsement pathway guides Naviance, or similar platform usage reports

Use the data to answer the question in the space below.
At Cure Elementary, students are introduced to the importance of informed academic planning and future-focused goal setting through age-appropriate college, career, and readiness activities that build awareness of how coursework connects to future opportunities. While formal endorsement selection, graduation planning, and advanced coursework decisions occur at the middle and high school levels, Cure Elementary lays the foundation by helping students understand goal setting, personal interests, and the connection between effort, achievement, and future success. The campus provides early exposure to career pathways and post-secondary awareness through classroom discussions, career days, guest speakers, and goal-setting activities. These experiences help students begin to understand how choices in middle and high school—such as endorsements, advanced courses, and career pathways—can align with their interests and long-term goals. Instructional practices also emphasize self-reflection, perseverance, and decision-making skills that support students in becoming future-ready learners. Family engagement is encouraged through communication about academic growth and the importance of long-term planning as students progress through their educational journey. Through these early awareness-building systems, Cure Elementary ensures students develop the foundational mindset needed to make informed curriculum choices in middle and high school that align with their post-secondary goals.

Lever 4, Question G	
How are students, families, teachers, and counselors supported in accessing and understanding sources of information about higher education admissions (e.g., college entrance exams, application timelines, institutional options)?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(4)(A-C); EDF 4.3.5	College planning guides Counseling session logs Workshop attendance records Digital portal analytics
Use the data to answer the question in the space below.	
Students, families, teachers, and counselors are supported in accessing and understanding information related to secondary and postsecondary	

readiness through a variety of structured communication tools, informational meetings, counseling supports, and transition planning activities.

Cure Elementary and Waller ISD provide families with detailed junior high course selection presentations that explain academic pathways, honors course expectations, elective opportunities, and future advanced coursework preparation. The presentation outlines how honors classes prepare students for “future advanced courses in high school” and explains the progression toward Algebra I and advanced academic opportunities. Families and students are also informed about course selection timelines, required signatures, and important deadlines to ensure informed academic planning and participation in future college- and career-ready pathways.

To support understanding and access to academic planning information, the district hosts a 5th Grade Family Night for all incoming junior high students and families. During this event, families receive guidance on preparing for junior high and selecting 6th-grade courses. The event also provides direct access to junior high counselors for questions and individualized support. Contact information for counselors is shared in both English and Spanish to ensure accessibility for all families.

Additionally, students and families receive take-home materials that include course selection guides, parent night flyers, and informational brochures to reinforce understanding beyond the in-person presentations. Transition activities such as “Bulldog Blitz” and “Meet the Teacher Night” further support students and families in understanding academic expectations and available educational opportunities prior to entering junior high.

Teachers and counselors collaborate to support students in selecting appropriate academic pathways through recommendations, review of grades and assessment performance, and communication with families regarding honors placement and future readiness opportunities. The presentation specifically notes that successful participation in honors courses is based on factors such as teacher recommendation, benchmark and STAAR performance, and parent approval.

These systems of communication and support ensure that students, families, teachers, and counselors have access to clear, timely, and comprehensive information needed to make informed decisions regarding academic planning and future college and career readiness.

Lever 4, Question H	
How does the campus ensure students, families, and teachers have timely access to financial aid information, including FAFSA/TASFA completion, scholarships, and grants?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(4)(A-C); EDF 4.3.5	FAFSA/TASFA completion tracking reports Financial aid workshop logs Communication plan documentation

Use the data to answer the question in the space below.
Not applicable to CES

Lever 5: Instructional Leadership and Capacity Building

The campus will determine the degree to which it has developed instructional leadership and teacher capacity through effective coaching, development, and systems that support data-informed instruction and continuous improvement.

Lever 5, Question A	
How are leaders and teachers supported to plan, internalize, and deliver strong instruction?	
Reference	**Recommended Data Sources - Data Folder**
EDF 5.2.2, 5.2.3, and 5.2.4	PD calendars Coaching logs PLC agendas Curriculum repository usage reports
Use the data to answer the question in the space below.	
At Cure Elementary, leaders and teachers are supported through a structured system that prioritizes planning, internalization, and delivery of high-quality instruction aligned to the TEKS. Teachers engage in weekly PLC meetings where they collaboratively unpack standards, analyze student data, plan aligned lessons, and develop instructional strategies to meet diverse student needs. These PLCs ensure consistent internalization of curriculum and clear alignment to learning objectives. The Instructional Leadership Team provides ongoing support through coaching cycles, modeling, and frequent classroom walkthroughs. Teachers receive timely, actionable feedback with specific next steps to strengthen instructional delivery and student engagement. Professional development is aligned to campus goals and delivered through a combination of whole-group sessions, targeted support, and	

job-embedded coaching. Teachers also have access to a shared curriculum repository with TEKS-aligned resources, lesson plans, and instructional materials to support planning and implementation.

These systems are monitored through PLC agendas, coaching logs, PD calendars, and walkthrough data to ensure strong, consistent instruction across all classrooms.

Lever 5, Question B	
How do leaders and coaches observe classroom instruction and provide timely, actionable feedback to teachers?	
Reference	**Recommended Data Sources - Data Folder**
EDF 5.2.5	Walkthrough logs Observation rubrics Feedback cycle documentation Calibration meeting notes

Use the data to answer the question in the space below.

At Cure Elementary, leaders and coaches implement a consistent system for observing instruction and providing timely, actionable feedback to teachers.

The Instructional Leadership Team conducts weekly instructional walks using aligned observation rubrics to monitor instructional practices, student engagement, and alignment to TEKS. Evidence is captured in walkthrough logs and used to identify trends across classrooms.

Following each observation, teachers receive a “Glows and Grows” email with specific, actionable feedback that highlights strengths and provides clear next steps for improvement. Ongoing feedback cycles, including follow-up observations and coaching conversations, ensure continuous support and growth.

In addition, quarterly walkthroughs are conducted in collaboration with district curriculum leaders. These visits provide an additional layer of support and calibration, and teachers receive targeted email feedback aligned to district expectations and instructional priorities.

Calibration meetings are held to ensure consistency in observations and feedback across all leaders. These systems ensure teachers receive regular, meaningful feedback that drives instructional improvement and student success.

Lever 5, Question C	
What is the campus's process for calibrating expectations for effective instruction during teacher observations?	
Reference	**Recommended Data Sources - Data Folder**
EDF 5.2.4, 5.2.5	Calibration protocols Scoring reliability reports Video observation logs, Leadership academy agendas
Use the data to answer the question in the space below.	

At Cure Elementary, the campus ensures consistent expectations for effective instruction through intentional calibration processes among instructional leaders.

Leaders regularly conduct joint walkthroughs, observing classrooms together and discussing evidence immediately following each walk to align on ratings and instructional look-fors. These calibration conversations are grounded in established observation rubrics and supported by shared protocols to ensure consistency and reliability across observers.

The campus utilizes *Get Better Faster* methods and techniques to guide calibration and coaching decisions. Leaders use the "waterfall" approach to prioritize high-leverage action steps and determine the most impactful starting point for each teacher within the coaching cycle.

Calibration is an ongoing process supported through leadership meetings, walkthrough data reviews, and reflective discussions to ensure alignment in expectations, scoring, and feedback. This process ensures that all teachers receive clear, consistent guidance on effective instruction and supports a focused, growth-oriented coaching system across the campus.

Lever 6: Finance and Operations

The campus will determine the degree to which it has aligned resources, systems, and supports to promote a safe, effective, and student-centered learning environment that supports all students and families.

Lever 6, Question A	
How does the campus align resources to student needs and strategic priorities?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, § 1112(b)(5); EDF 6.2.2	Budget allocation spreadsheets Weighted funding formulas Resource dashboards Expenditure review reports
Use the data to answer the question in the space below.	

At Cure Elementary, resources are strategically aligned to student needs and campus priorities through a data-driven planning process grounded in the Campus Improvement Plan (CIP).

Campus leadership analyzes multiple data sources—including student performance, attendance, behavior trends, and subgroup data—to identify areas of greatest need. Based on this analysis, funding from Title I and other sources is allocated to support high-impact strategies such as targeted academic interventions, instructional staffing, professional development, counseling services, and social-emotional supports.

Budget decisions are reviewed and monitored using allocation spreadsheets, expenditure reports, and resource tracking tools to ensure funds are used effectively and in alignment with identified priorities. The campus prioritizes resources that directly impact student achievement, including intervention programs, instructional materials, and systems such as PBIS and Character Strong that support a positive learning environment.

Ongoing monitoring by campus leadership ensures that resources remain responsive to student needs, with adjustments made as necessary based on data and program effectiveness. This intentional alignment ensures that all students, including those served through Title I, have access to the supports needed for academic and social success.

Lever 6, Question B	
How is the campus prioritizing resources and funding to schools with the greatest academic and economic needs?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, § 1113(a)(1-3); EDF 6.2.2	Needs assessment reports Title I ranking sheets Staffing models Allocation tracking logs
Use the data to answer the question in the space below.	

At Cure Elementary, resources and funding are prioritized based on student need through a comprehensive needs assessment process aligned with Title I, Part A requirements.

The campus uses student performance data, economic indicators, and subgroup data to identify areas of greatest academic and economic need. Title I ranking sheets and needs assessment reports are used at the district level to ensure campuses with the highest percentages of economically disadvantaged students receive appropriate funding and support.

Within the campus, leadership allocates resources strategically to address identified needs, including staffing models that provide additional instructional support, interventionists, and counseling services for high-need student groups. Funds are directed toward evidence-based programs, targeted interventions, and materials that support academic achievement and close learning gaps.

Allocation tracking logs and expenditure reports are regularly reviewed to ensure funds are used effectively and aligned to campus priorities. This ongoing monitoring allows the campus to adjust resources as needed to ensure students with the greatest needs receive the highest level of support.

This intentional, data-driven approach ensures equitable distribution of resources and maximizes the impact of funding on student outcomes.

Lever 6, Question C
How does the campus coordinate with federal and state programs (e.g., Title I-C, McKinney-Vento, IDEA, Title III, State Comp Ed) to provide academic and support services for all federally identified student groups, including migratory students, students experiencing homelessness, Emergent bilingual students, and students with disabilities?

Note: School systems must coordinate services across applicable federal programs to ensure that migratory students, students experiencing homelessness, emergent bilingual students, and students with disabilities receive appropriate academic and support services without duplication or gaps.

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, § 1112(a)(1)(B); EDF 6.2.3	Program coordination meeting notes Cross-departmental service logs Compliance documentation Longitudinal data reports

Use the data to answer the question in the space below.

At Cure Elementary, the campus coordinates services across federal and state programs to ensure all federally identified student groups receive comprehensive, aligned support without duplication or gaps.

Campus leadership collaborates with district program coordinators for Title I-C (Migrant), McKinney-Vento (Homeless), IDEA (Special Education), Title III (Emergent Bilingual), and State Compensatory Education to align services and supports based on student needs. Identification, placement, and services are guided by program requirements and supported through shared data systems, including enrollment records, assessment data, and service logs.

Coordination is supported through regular collaboration in PLCs, Kid Talks, and leadership meetings where student data is reviewed across subgroups to ensure appropriate academic interventions, language supports, behavioral services, and counseling are in place. Cross-departmental communication ensures that students receiving multiple services benefit from a cohesive plan rather than isolated supports.

Service delivery is documented through compliance records, service logs, and program documentation, while progress is monitored using longitudinal data reports and ongoing assessments. This allows the campus to evaluate effectiveness, adjust supports, and ensure continuity of services.

Through this integrated approach, Cure Elementary ensures that all students—including migratory students, students experiencing homelessness, emergent bilingual students, and students with disabilities—receive equitable access to high-quality instruction and the academic and social-emotional supports necessary for success.

Lever 6, Question D

If applicable, how does the campus coordinate Title I, Part A services with early childhood education programs (e.g., Head Start, Pre-K) to support smooth transitions and early learning success?

Note: School systems receiving Title I, Part A funds must, where applicable, coordinate with early childhood programs to align instruction, support family engagement, and ensure continuity of services as children enter kindergarten. Guidance related to the agreement the LEA must have with outside entities providing early childhood education services can be found at: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodguidance.pdf.

A template that incorporates the elements required by Title I, Part A can be found at: Template for Early Childhood Education

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, § 1112(c)(7); EDF 6.2.3	MOUs with early childhood providers Transition plans Family engagement logs Kindergarten readiness data Kinder Roundup Flyer

Use the data to answer the question in the space below.

At Cure Elementary, Title I, Part A services are coordinated with early childhood education programs to ensure smooth transitions and strong early learning foundations for incoming kindergarten students.

The campus collaborates with district Pre-K programs and, when applicable, community-based early childhood providers through established agreements and transition plans. These partnerships support alignment of early learning expectations, instructional practices, and student readiness skills.

Transition activities include Pre-K and Kindergarten Round-Up events, campus visits, and orientation opportunities that provide families with information about enrollment, readiness expectations, and available supports. These outreach efforts, along with ongoing communication and family engagement opportunities, ensure parents are informed and prepared to support their child's transition to kindergarten.

Kindergarten teachers and campus leadership review available readiness data to better understand incoming student needs and plan appropriate instructional supports. This allows for early identification of students who may require additional academic or social-emotional support.

Through coordinated planning, communication, and data sharing, Cure Elementary ensures continuity of services and a successful transition from early childhood programs into kindergarten, supporting long-term student success.

Lever 6, Question E	
How does the campus invest in and manage technology to support instruction and operational efficiency?	
	Recommended Data Sources - Data Folder
TEC §11.253(a)(3)(D); EDF 6.4, 6.4.1	Technology inventory lists Device distribution logs PD records for tech integration Usage analytics.
Use the data to answer the question in the space below.	

At Cure Elementary, technology is strategically invested in and managed to support both high-quality instruction and efficient campus operations.

The campus maintains an updated technology inventory and device distribution system to ensure students and teachers have access to necessary digital tools. Devices are allocated based on instructional needs, with priority given to supporting student learning, intervention programs, and classroom engagement.

Teachers are supported through ongoing professional development focused on effective technology integration, ensuring digital tools are used to enhance TEKS-aligned instruction, differentiate learning, and increase student engagement. Instructional technology platforms are also used to support progress monitoring, assessment, and data-driven instruction.

Operational efficiency is supported through digital systems for communication, data tracking, and documentation, allowing staff to streamline processes such as attendance, grading, and performance monitoring.

Usage analytics and technology reports are reviewed by campus leadership to monitor implementation, identify needs, and guide future investments. This ensures that technology resources are used effectively to support both instructional goals and campus operations.

Reflecting on Student Performance Data

This section guides the campus through a structured review of student performance data to identify areas of strength, persistent gaps, and student groups that may need additional support.

Student Performance Reflection 1	Reference
What summative and formative data sources does your campus use to monitor student performance and growth?	TEC §11.253(a)(1); EDF 5.3.1, 5.3.2, and 5.3.3
Answer the question in the space below.	
Cure Elementary uses a combination of summative and formative data sources to monitor student performance and academic growth. Summative data includes results from the Texas state assessments, including STAAR and TELPAS, as well as district benchmark assessments administered to all students once each year to measure mastery of grade-level standards. Formative data is gathered through classroom assessments, progress monitoring, and the NWEA MAP Growth assessment administered to students in kindergarten through fifth grade. MAP Growth provides nationally normed achievement and growth data that allows educators to monitor student progress over time and identify instructional needs. Teachers and campus leadership teams review these data sources regularly during professional learning communities and data meetings to guide instructional decisions, adjust interventions, and support continuous student improvement.	

Student Performance Reflection 2	Reference
Based on recent summative and formative data, in which subjects and grade levels are students performing best, and where do performance gaps remain?	TEC §11.253(a)(1); EDF 5.3.1, 5.3.2, and 5.3.3
Use the data to answer the question in the space below.	
Performing Best ● Overall rating: 80/B ● EL Proficiency ● Reading + Mathematics distinctions ● 3rd grade for RLA & Math **Performance Gaps Remain** ● 5th grade Science	

Approved by the Waller ISD School Board on November 12, 2026

- Special Education students in grades 4-5 RLA

Student Performance Reflection 3	Reference
How do academic outcomes and growth trends vary across student groups (including race/ethnicity, emergent bilingual students, economically disadvantaged students, students with disabilities, students coded at-risk), and which groups are furthest below campus averages?	TEC §11.253(a)(1); EDF 5.3.3, 5.3.4, and 5.3.5
Use the data to answer the question in the space below.	
• Emergent Bilingual students in reading tend to score lower than other sub populations • EL Proficiency (TELPAS) scores decreased from 2025 to 2026 • 5th grade science • Academic Growth in all students • Closing the Gaps: 2 points from B	

Student Performance Reflection 4	Reference
Are there any other challenges the campus is facing that would be helpful to highlight? Note: This area is left intentionally open-ended.	TEC §11.253(a)(1); EDF 5.3.3, 5.3.4, and 5.3.5
Use the data to answer the question in the space below.	
Rapid campus growth has shown an increase in special education enrollment. Due to the rapid increase, it is difficult for special education teachers to meet the demand of students with various academic needs and IEP minutes.	

Student Performance Reflection 5	Reference
Reflecting on data, what are the top 3-5 academic challenges facing the campus?	TEC §11.253(a)(1); EDF 5.3.3, 5.3.4, and 5.3.5
Use the data to answer the question in the space below.	

- Special education students achieving expected growth in grades 4-5
- 5th grade science achievement

Root Cause Analysis, Setting Priorities, and Driving Implementation

After completing the needs assessment, the campus identifies its highest-leverage priorities and builds a focused, results-driven annual plan. This process includes setting long-term goals, defining measurable objectives, and selecting aligned, evidence-based strategies. For each strategy, the campus outlines relevant initiatives, assigns staff, allocates resources, sets timelines, and establishes clear criteria for monitoring progress and course-correcting as needed. This planning tool is reviewed and revised annually to reflect updated needs and data.

The planning process is intentionally designed to build on the needs assessment, emphasizing coherence between desired outcomes, strategic actions, and implementation routines. This approach ensures that planning is grounded in data, aligned with statutory planning requirements, and focused on continuous improvement.

Action Steps

The following steps outline the process for translating needs assessment findings into a focused, results-driven plan:

Review the Needs Assessment:
Examine data for recurring themes, persistent gaps, and areas where student groups are furthest below system averages.

1. Conduct Root Cause Analysis (“5 Whys”): For each challenge, ask “Why?” up to five times to uncover underlying causes. The intention is to move up the chain of causality, from symptoms to core issues and more foundational solutions. While not explicitly required by statute, this process is a cornerstone of reflective practice and strongly encouraged.
2. Set Priority Focus Areas: Select 3–5 high-leverage needs based on analysis.
3. Define Long-Term Goals and Short-Term Objectives: Ensure goals and objectives are measurable and time bound.

Note: The following four questions are open-ended to encourage reflection and collaborative discussion. The planning tables in the proceeding step require specific, detailed responses for each section. If the district has already named goals via long-term strategic plan, they should be utilized below. Regardless, all campuses are encouraged to take part in this reflective practice.

Priority Identification

Priority Identification Question 1
Based on the reflections from the previous sections, what challenges would have the greatest transformative potential on student outcomes?
Answer the question in the space below.
● New campus attempting to establish routines and procedures ● New campus attempting to establish campus culture and effective Tier 1 instruction ● 3 Way 5th grade split with one science teacher and one self contained 5th grade teacher teaching all subjects

Priority Identification Question 2
What root causes underlie these challenges?" Utilize the "5 why's" up to five times to uncover underlying causes.
Answer the question in the space below.
New campus attempting to establish routines and procedures ● New staff to district and campus ● Inconsistent practices of routines and procedures ● Absences in administrative team ● Lack of clarity ● Lack of modeling clear expectations **New campus attempting to establish campus culture and effective Tier 1 instruction** ● New staff to district and campus ● Inconsistent practices of routines and procedures ● Lack of modeling clear expectations ● New academic coaches ● New curriculum materials **3 Way 5th grade split with one science teacher and one self contained 5th grade teacher teaching all subjects** ● No HQMI available for Science Tier I instruction ● Time constraints in daily schedule ● Lack of hands on lab experiences for students ● Lack of practice with STAAR stem questions ● Lack of focus during WIN to support student needs for Science

Priority Identification Question 3
What would a best-case scenario look like 3-5 years from now? What long-term goals would clearly demonstrate solving the root issue? Note: If the district has already named goals via long-term strategic plan, they may be included below.
Answer the question in the space below.
By the end of the 2028–2029 school year, Cure Elementary will demonstrate sustained improvement in student engagement and support systems as evidenced by a cumulative 15% reduction in district discipline referrals, a cumulative 3 percentage point increase in average daily attendance, and a cumulative 10 percentage point increase in favorable family engagement survey results. By the end of the 2028–2029 school year, Cure Elementary will increase the percentage of students performing at the Meets Grade Level standard on district reading and mathematics assessments by at least 30 percentage points, ensure that 100% of teachers achieve and sustain a composite score of 4 in the Instructional Delivery component of the Classroom Observation Tool, and increase successful intervention transitions for students receiving Tier 2 and Tier 3 supports, as measured through district assessment, walkthrough, and intervention data. By the end of the 2028–2029 school year, Cure Elementary will increase the percentage of students meeting projected growth targets in reading and mathematics by at least 15 percentage points above the Spring 2026 baseline, ensure that 100% of teachers participate in coaching cycles with instructional leaders, and ensure 100% of PLC teams earn a rating of Proficient (4) or Exemplary (5) on the District PLC Quality Indicators Rubric.

Priority Identification Question 4
How can these goals be divided into measurable annual objectives that show progress towards these goals?
Answer the question in the space below.
Priority 1 Priority 2 Priority 3

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Strategies and Planning Tables

The following section will hone in on specific strategies to implement in the upcoming school year

- When completing the planning tables, provide specific, detailed information for each section. (see Key Terms below).
- Each entry should be concrete and actionable, reflecting the campus's unique context and priorities.

Key Terms

Term	Description
ESSA Crosswalk	Checkboxes for each branch of ESSA Consolidated funding. Select the relevant boxes for funding related to the appropriate objective
Strategy	A research-based approach or method selected to address the root cause of a challenge. Strategies should be aligned to the campus's goals and supported by evidence of effectiveness. Avoid listing activities without explaining the strategic rationale
Initiatives	New and legacy programs or grants aligned to the specific strategy
Staffing	Individuals who will be responsible for executing each strategy
Resource/Source of Funds (SoF)	The non-human capital and/or funding source that will support and sustain each strategy. This section may be more specific and granular than the ESSA Crosswalk
Timeline	Approximate dates and/or intervals in which each strategy will be monitored for implementation.
Formative Evaluation Criteria	The metric(s) for assessing each strategy's level of success prior to final outcomes. Include key indicators of progress as well as any processes to monitor ESSA fund usage and implementation fidelity (e.g., internal reviews, fiscal checks, documentation logs).

Complete the sections below to define priorities, goals, objectives, strategies, and performance measures as part of the planning process.

Priority 1

Priority # 1	HB3 Alignment	
What is the first priority area?	Is this an HB3 Goal?	
Integrated Student Support Systems	☑ Yes	☐ No

Goal # 1
What is the measurable 3 to 5-year goal for this priority?
By the end of the 2028–2029 school year, Cure Elementary will demonstrate sustained improvement in student engagement and support systems as evidenced by a cumulative 6% reduction in the number of unique students with one or more discipline referrals, a cumulative 3 percentage point increase in average daily attendance, and a cumulative 10 percentage point increase in favorable family engagement survey results.

Objective	ESSA Crosswalk	Strategy	Initiatives	Staffing	Resources/ SoF	Timeline	Performance Management (Formative Evaluation)
What measurable progress will the campus achieve in the next 12 months?	Which ESSA fund sources will support this objective, if applicable?	What evidence-based strategies will drive progress on this objective?	Which initiatives, grants, or programs will support this strategy?	Who will be responsible for implementing it?	What resources or source of funds will support?	When will this strategy be monitored?	What formative evaluation criteria will measure success?
Objective 1: The percentage of unique students receiving one or more discipline referrals will decrease by .5% per year for three years, from 2.08% at the end of the 2025-2026 school year, as measured through district discipline data.	☐ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☑ Title IV, Part A	Strategy 1-1: Professional development through Behavior 101 Training, data collection at BASE meetings to create next steps based on behavior needs	AP Behavior 101 training, Character Strong, MTSS, PBIS	Principal, Assistant Principal, Counselor, District Behavior Coach	Local Funds Title II-A	Implementation begins Fall 2026; monitored quarterly at BASE meetings	Decrease in number of referrals
		Strategy 1-2: Focus on Tier 1 Behavior and SEL tools through: community circles, PBIS, PACK System, and the implementation of campus wide routines.	Character Strong, Compass Committee	Counselor, Teachers, Assistant Principal, Principal	Local Funds Title IV-A	Implementation begins Fall 2026; monitored daily	Decrease in number of referrals, classroom observation of community circles
		Strategy 1-3: Use of Tier II and Tier III behavior interventions through Character Strong and the district behavior coach	District Behavior Coaching, RESET PD	Counselor, Teachers, Assistant Principal, Principal, District Behavior Coach	Local Funds, Title IV-A, Character Strong Title II-A	Implementation begins Fall 2026; monitored monthly at MTSS and SIT meetings	District Behavior Specialist Google Form
Objective 2: The campus student attendance rate will increase by 1 percentage point, from 95% at the end of the 2025–2026 school year to 96% at the end of the 2026–2027 school year, as measured through campus attendance data.	☐ Title I, Part A ☐ Title II, Part A ☐ Title III, Part A ☑ Title IV, Part A	Strategy 2-1: Implement and monitor schoolwide culture and student support initiatives.	Campus Active Start program, PACKS, campus wide routines	Counselor, Teachers, Assistant Principal, Principal	Local Funds	Implementation begins Fall 2026; monitored daily	Campus culture framework developed and communicated; 100% of campuses trained; implementation evidenced through campus observations, and leadership monitoring.
		Strategy 2-2: Implement and monitor campus attendance incentive plan for students and staff.	Attendance Incentive Plan	Counselor, Teachers, Assistant	Local Funds	Implementation begins Fall 2026; monitored	Attendance incentive tracking logs

				Principal, Principal Campus Registrar		daily	documenting implementation of daily, weekly, monthly, and semester recognition programs and student participation.
		Strategy 2-3: Implement and monitor a campus-wide attendance framework that provides targeted strategies for Tier I prevention, Tier II intervention, and Tier III intensive support to improve student attendance.	CES Attendance Plan and Flowchart	Counselor, Teachers, Assistant Principal, Principal Campus Registrar	Local Funds	Implementation begins Fall 2026; monitored bi-weekly	Attendance Committee meetings; evidence of consistent campus practices
Objective 3: Favorable family engagement survey results will increase from 81% in September 2026 to 86% by June 2027, as measured through the campus family engagement survey.	☑ Title I, Part A ☐ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 3-1: Develop and implement a campus-wide parent engagement plan that provides consistent communication, meaningful volunteer opportunities, and family events to increase parent involvement and strengthen school-family partnerships.	VIPS program, Coffee Chats w/ Principals, PFE nightly events	Campus Receptionist, Assistant Principal, Principal	Title I, Part A Reserved Funds for Parent and Family, Local Funds	Begins Fall 2026; monitored monthly at A Team meetings	VIPS interest form; event attendance tracker; event feedback surveys
		Strategy 3-2: Develop, adopt, and communicate a campus wide Family Engagement Framework that establishes consistent expectations for parent outreach, family communication, and support for learning at home.	Parent Family Engagement Compact, Title I program, Parent Family Engagement Policy	Counselor, Teachers, Assistant Principal, Principal	Title I, Part A Reserved Funds for Parent and Family, Local Funds	Begins Fall 2026; monitored monthly at A Team meetings	Family Engagement Surveys and TItle 1 Annual Meeting Participation

Priority 2

Priority # 2	HB3 Alignment	
What is the second priority area?	Is this an HB3 Goal?	
Academic Experience	☑ Yes	☐ No

Goal # 2
What is the measurable 3 to 5-year goal for this priority?
By the end of the 2028–2029 school year, Cure Elementary will increase the percentage of students performing at the Meets Grade Level standard on district reading and mathematics assessments by at least 30 percentage points, ensure that 100% of teachers achieve and sustain a composite score of 4 in the Instructional Delivery component of the Classroom Observation Tool, and increase successful intervention transitions for students receiving Tier 2 and Tier 3 supports, as measured through district assessment, walkthrough, and intervention data.

Objective	ESSA Crosswalk	Strategy	Initiatives	Staffing	Resources/ SoF	Timeline	Performance Management (Formative Evaluation)
What measurable progress will the campus achieve in the next 12 months?	Which ESSA fund sources will support this objective, if applicable?	What evidence-based strategies will drive progress on this objective?	Which initiatives, grants, or programs will support this strategy?	Who will be responsible for implementing it?	What resources or source of funds will support?	When will this strategy be monitored?	What formative evaluation criteria will measure success?
Objective 1: The average score on the Instructional Delivery component of the Classroom Observation Tools will increase to 3.2 or higher by May 2027, as measured by the Instructional Insights Application dashboard.	☑ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 1-1:Provide targeted Pocket PD during PLCs focused on strengthening Tier 1 instructional strategies aligned to categories from the TEA Classroom Observation Tool.	CES ILT Instructional Leadership Process	Instructional Leadership Team	Local Funds Title I-A RLA Coach Title II-A Solution Tree	Monitored at weekly ILT meetings	LIFT Obs and Feedback documentation
		Strategy 1-2: Recognize and celebrate exemplary Tier 1 instruction by awarding mastery badges for each component of the TEA Classroom Observation Tool.	CES ILT Instructional Leadership Process	Instructional Leadership Team	Local Funds Title I-A RLA Coach	Monitored at weekly ILT meetings	LIFT Obs and Feedback documentation
		Strategy 1-3: Provide targeted coaching and support for teachers needing growth in specific Tier 1 instructional components, using Action Tool Guides to identify strategies, set next steps, and monitor improvement.	CES ILT Instructional Leadership Process	Instructional Leadership Team	Local Funds Title I-A RLA Coach	Monitored at weekly ILT meetings	LIFT Obs and Feedback documentation
Objective 2: The percentage of students performing at the Meets Grade Level standard on district content-based assessments in reading and mathematics will increase by 10 percentage points at each grade level, from 11% in Reading and 63% in Math at the beginning of the 2026–2027 school year to 21% in Reading and 73% in Math by May 2027, as measured through campus assessment data.	☑ Title I, Part A ☑ Title II, Part A ☑ Title III, Part A ☐ Title IV, Part A	Strategy 2-1: Conduct weekly Professional Learning Communities (PLCs) with an intentional focus on PLC Question 3 and 4 to analyze student learning, identify students needing additional support or enrichment, and plan targeted instructional responses.	LIFT	Teachers and Instructional Leadership Team	Local Funds Title II-A Solution Tree; Title III-A Aide; Title I-A RLA Coach	Weekly Campus PLCs	PLC Feedback Rubric
		Strategy 2-2: Implement weekly teacher-led lesson internalization with an intentional focus on lesson rehearsal to strengthen instructional delivery, anticipate student misconceptions, and ensure effective implementation of high-quality instructional materials.	LIFT	Teachers, Instructional Coaches	Local Funds Title II-A Solution Tree; Title III-A Aide; Title I-A RLA Coach	Weekly Lesson Internalization	LIFT Obs and Feedback documentation
Objective 3: The percentage of students successfully transitioning to a	☑ Title I, Part A	Strategy 3-1: Strengthen intervention implementation through data-driven	MTSS	Teachers, ILT, Counselor	Local Funds Title III-A Aide;	Weekly PLCs; SIT meetings	MTSS data

less intensive level of intervention support will increase by May 2027, as measured through campus intervention and progress monitoring data, including at least 10% of Tier 2 students exiting to Tier 1 and at least 5% of Tier 3 students transitioning to Tier 2.	☐ Title II, Part A ☑ Title III, Part A ☐ Title IV, Part A	decision-making processes that ensure students receive appropriate supplemental instruction, timely movement between intervention tiers, and ongoing progress monitoring.			Title I-A RLA Coach		
		Strategy 3-2: Establish and sustain effective campus MTSS teams through regular data review cycles, targeted action planning, administrator and staff training, and continuous refinement of intervention systems based on implementation and student outcome data.	MTSS	Teachers, ILT, Counselor	Local Funds Title III-A Aide; Title I-A RLA Coach	Weekly PLCs; SIT meetings	MTSS data

Priority 3

Priority # 3	HB3 Alignment	
What is the third priority area?	Is this an HB3 Goal?	
Instructional Leadership and Capacity Building	☑ Yes	☐ No

Goal # 3
What is the measurable 3 to 5-year goal for this priority?
By the end of the 2028–2029 school year, Cure Elementary will increase the percentage of students meeting projected growth targets in reading and mathematics by at least 15 percentage points above the Spring 2026 baseline, ensure that 100% of teachers participate in coaching cycles with instructional leaders, and ensure 100% of PLC teams earn a rating of Proficient (4) or Exemplary (5) on the District PLC Quality Indicators Rubric.

Objective	ESSA Crosswalk	Strategy	Initiatives	Staffing	Resources/ SoF	Timeline	Performance Management (Formative Evaluation)
What measurable progress will the campus achieve in the next 12 months?	Which ESSA fund sources will support this objective, if applicable?	What evidence-based strategies will drive progress on this objective?	Which initiatives, grants, or programs will support this strategy?	Who will be responsible for implementing it?	What resources or source of funds will support?	When will this strategy be monitored?	What formative evaluation criteria will measure success?

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Objective 1: The percentage of K-5 students meeting projected growth targets in reading and mathematics will increase by 5 percentage points from 46.7% in reading and 53.9% in math in September 2026, to 51% in reading and 58% in math in May 2027, as measured through NWEA MAP growth data.	☑ Title I, Part A ☑ Title II, Part A ☑ Title III, Part A ☐ Title IV, Part A	Strategy 1-1: Implement high-quality Tier 1 instruction in reading and math using district curriculum, instructional best practices, and differentiated small-group instruction.	LIFT, PLC, Guiding Coalition, NWEA MAP data	Teachers, ILT	LASO 4 - LIFT, OER & SBOE Funds - HQIM; Title 1-A RLA Coach; Title II and IMA Funds - NWEA MAP; Local Funds; Title II-A Solution Tree; Title III-A Aide	Weekly PLCs, SIT meetings	NWEA MAP data
		Strategy 1-2: ILT will use the CES Instructional Leadership Process to support teachers in the growth of high quality Tier 1 instruction.	LIFT, PLC, Guiding Coalition, NWEA MAP data	Teachers, ILT	LASO 4 - LIFT, OER & SBOE Funds - HQIM; Title 1-A RLA Coach; Title II and IMA Funds - NWEA MAP; Local Funds; Title II-A Solution Tree; Title III-A Aide	Weekly ILT meetings	NWEA MAP data
		Strategy 1-3: During PLC meetings analyze relevant MAP data to monitor student growth, and plan targeted instruction based on student needs.	LIFT, PLC, Guiding Coalition, NWEA MAP data	Teachers, ILT	LASO 4 - LIFT, OER & SBOE Funds - HQIM; Title 1-A RLA Coach; Title II and IMA Funds - NWEA MAP; Local Funds; Title II-A Solution Tree; Title III-A Aide	Weekly PLCs, SIT meetings	NWEA MAP data
Objective 2: The percentage of teachers participating in at least one documented observation and feedback cycle will increase to 100% by May 2027, as measured through the Instructional Insights App (Observation/Feedback dashboard).	☑ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 2-1: Develop and implement a structured observation and feedback system for a consistent weekly cycle for purposeful walkthroughs, timely feedback, and instructional follow-through.	TSL, LIFT, PLC	ILT	LASO 4-LIFT;, Local Funds, Title II-A Solution Tree; Title I-A RLA coach	BOY; maintained weekly	Observation Data Dashboard, ILT Dashboard, Strive data
		Strategy 2-2: Utilize the ILT Dashboard to monitor the implementation of documented observation and feedback cycles, track completion of identified action steps, and ensure consistent instructional coaching support for all teachers.	TSL, LIFT, PLC	ILT	LASO 4-LIFT;, Local Funds, Title II-A Solution Tree; Title I-A RLA coach	Weekly ILT meetings	Observation Data Dashboard, ILT Dashboard, Strive data

Objective 3: The campus average on the PLC Quality Review Rubric will increase from 2.69 in Fall 2026 to at least 3.75 by May 2027, as measured by the PLC Quality Review Rubric dashboard.	☑ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 3-1: Provide whole-staff professional development on the PLC process and District PLC Quality Indicators Rubric to establish a shared understanding of effective PLC practices. Utilize the rubric indicators to develop and implement a consistent, structured PLC agenda that guides teams through the PLC process each week.	TSL, LIFT, PLC	PLC teams, ILT	LASO 4-LIFT;, Local Funds, Title II-A Solution Tree; Title I-A RLA coach	Bi-weekly during PLC meetings	Increase of 5% of PLC teams scoring 4 or 5 on the PLC Quality Indicators Rubric at each measure.
		Strategy 3-2: Meet monthly with the PLC Guiding Coalition to analyze PLC Quality Indicators Rubric data, monitor implementation progress, and identify targeted next steps for continuous improvement.	TSL, LIFT, PLC	Guiding Coalition, ILT	LASO 4-LIFT;, Local Funds, Title II-A Solution Tree; Title I-A RLA coach	Monthly	Increase of 5% of PLC teams scoring 4 or 5 on the PLC Quality Indicators Rubric at each measure.
		Strategy 3-3: Strengthen implementation and accountability systems through curriculum-focused coaching, walkthrough monitoring, and PLC structures that support continuous improvement and instructional alignment.	TSL, LIFT, PLC	ILT, Guiding Coalition, District TSL Team, PLC teams	LASO 4-LIFT;, Local Funds, Title II-A Solution Tree; Title I-A RLA coach	Weekly PLC and ILT meetings	Increase of 5% of PLC teams scoring 4 or 5 on the PLC Quality Indicators Rubric at each measure.

Performance Objectives & Student Group Alignment

In this section, the campus will set performance targets for all students and disaggregate them by student group to align with CIP and ESSA planning requirements, ensuring every student is supported. Campuses may use EDF-aligned strategies to ensure that performance targets are not only data-informed but also supported by coherent systems of implementation and monitoring. Users are welcome to duplicate the table or extend it by adding rows as needed. (CIP: TEC §11.253(a)(2); ESSA, Title I, Part A, § 1111(c)(2); EDF 1.2.3

Subject Area	Student Group	Grade Level	Annual Performance Target	Differentiated Strategy	Monitoring Method
Science	All Students	5	By the end of the 2026-2027 school year, all student achievement in Science at the Meets level will increase from 33% to 43%.	Weekly 5th grade Science PLC/Lesson Internalization with district Science coordinator. Strengthen Tier 1 Science instruction through TEKS-aligned curriculum implementation, PLC-driven planning, analysis of student misconceptions, differentiated instruction, and targeted reteach/intervention based on assessment results.	District common/interim assessments; PLC data cycles and student-work analysis; curriculum-implementation walkthroughs; STAAR performance.
RLA	Special Education	4-5	By the end of the 2026-2027 school year, all 4-5 grade RLA student achievement will increase from 31% to 36% in special education.	Provide speciality designed RLA instruction aligned to grade-level TEKS and individual IEP needs, emphasizing explicit foundational literacy and comprehension instruction, appropriate accommodations, differentiated small-group support, and data responsive intervention.	IEP progress-monitoring data; MAP growth and achievement data; district common/interim assessments; PLC/MTSS data reviews; walkthrough evidence; STAAR performance

Subject Area Examples: Math, RLA, Science, Social Studies, CTE, Electives, All Subjects

Student Group Examples: African American, White, Hispanic, American Indian, Asian, Pacific Islander, Two or More Races, Economically Disadvantaged, Emergent Bilingual, Foster Care, McKinney Vento, Military Connected, Immigrant, Migrant, Title I, At Risk, Special Education, Gifted and Talented, Career & Technical Education, Dyslexia

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Closing

Review the strategies outlined in the plan and respond “Yes” or “No” to ensure the plan meets the following requirement:

Supplement, not Supplant	Reference
Adheres to Supplement, Not Supplant ESSA guidelines - i.e., federal funds must be used to enhance (supplement) the services campuses already provide with state and local funds, not replace (supplant) those services. For more detailed information on how each federal program documents compliance with the Supplement, Not Supplant requirement, please review the Supplement, Not Supplant Handbook, pp 2-3. Select “Yes” or “No” in the boxes below	ESSA, Title I, Part A; ESSA, Title I, Part C; ESSA, Title I, Part D; ESSA, Title II, Part A; ESSA, Title III, Part A; ESSA, Title IV, Part A
☑ Yes ☐ No	

Title I Reservation	
If the campus has reserved Title I, Part A funds for any district-level activities that have not been described elsewhere in this plan, how will those funds be used?	
Reference	**Recommended Data Sources**
ESSA, Title I, Part A, § 1113(b)(13)	Budget allocation reports, program plans (e.g., summer or extended learning), expenditure tracking logs, transportation and meal service records, and family engagement documentation
Use the data to answer the question in the space below.	
Waller ISD reserves Title I, Part A funds to support identified districtwide needs and federally required reservations. Reserved funds support the district Parent and Family Engagement program, including the Family Engagement Liaison, family engagement activities, Parent University, professional learning and conference participation for district and campus leaders, and resources designed to build the capacity of families and staff. The district also reserves Title I, Part A funds to support students experiencing homelessness, students in foster care, neglected students, and other	

highly mobile students. These funds support a portion of the At-Risk & Highly Mobile Liaison position and may provide supplemental transportation, academic support, school supplies, clothing, hygiene items, and other services necessary to remove barriers to enrollment, attendance, engagement, and academic success.

Additional Title I, Part A funds support supplemental academic services based on identified student and campus needs, including summer school and extended learning opportunities, digital intervention and credit recovery through Edgenuity, Title I instructional aides, and instructional coaching. Campus allocations are aligned to campus comprehensive needs assessments and Campus Improvement Plans and are used to provide supplemental instructional services and supports designed to improve student achievement.

Looking Ahead-Goals	**Reference**
Looking ahead, what is one key shift or breakthrough the campus is striving to achieve in the next year?	EDF 1.5
Answer the question in the space below.	
Cure Elementary is striving to strengthen the consistency and quality of Tier I instruction so that high-quality teaching is evident in every classroom and results in improved student achievement. The campus is moving toward a more systematic instructional model in which teachers receive targeted professional learning, coaching, lesson internalization support, and frequent feedback through PLCs and classroom walkthroughs. The goal is to increase the percentage of teachers demonstrating strong instructional delivery while also increasing the percentage of students meeting grade-level expectations in reading and mathematics. This shift emphasizes consistent implementation of high-quality instructional practices, timely response to student needs, and continuous improvement through data, coaching, and collaborative planning.	

Looking Ahead-Implementation	**Reference**
What processes are in place to ensure ongoing compliance and alignment with CIP and ESSA planning requirements?	TEC §11.253(d); ESSA, Title I, Part A, § 1112(d)(3)(A)
Answer the question in the space below.	
Cure Elementary ensures ongoing compliance and alignment with CIP and ESSA planning requirements through continuous monitoring, stakeholder involvement, and regular review of student and program data. The Site-Based Decision-Making Committee, campus leadership, teachers, families, and other stakeholders participate in the development, implementation, monitoring, and annual revision of the Campus Improvement Plan. Progress toward CIP goals is reviewed throughout the year, and stakeholder feedback is used to make adjustments as needed.	

Campus leadership also reviews budgets, expenditures, and resource allocations to ensure federal funds remain aligned with identified campus needs and CIP priorities. Federal expenditures are monitored for appropriate use, including adherence to Supplement, Not Supplant requirements, while program effectiveness is reviewed through student performance data, walkthroughs, PLCs, T-TESS, and other implementation evidence. These ongoing review processes help ensure that ESSA-funded activities remain compliant, responsive to student needs, and connected to the strategies and objectives identified in the CIP.

Looking Ahead-Closing

Is there anything further that should be noted regarding the campus's priorities, challenges, or strategies that was not captured in the tool above?

Answer the question in the space below.

One additional consideration for Cure Elementary is the importance of maintaining consistent implementation across the campus as instructional, behavioral, attendance, and family-engagement systems are strengthened. The campus has established structures such as weekly PLCs, instructional coaching, classroom walkthroughs, PBIS/PACK, Character Strong, attendance interventions, and family-engagement strategies; the ongoing challenge is ensuring these practices are implemented consistently and adjusted based on evidence of effectiveness. Cure Elementary will continue using student performance, attendance, behavior, subgroup, and stakeholder data to identify emerging needs, target resources, and refine supports so that all students have equitable access to strong instruction and a supportive learning environment.

Calendar of Events

Date	Title Of Event	Location	Sent out Calendar Invites	Notes
April 13, 2026	Pre Plan for the CNA	CES	☑	Leadership will assign the Lever questions by department. Chiefs and Directors will then assign jobs and responsibilities to their members.
May 11, 2026	Data Compilation	CES	☑	All data must be in the corresponding folder and correctly labeled. As data is inputted, the department/director/chief will answer the question using the data. All Lever questions must be answered.
May 21, 2026	Campus CNA #1	CES	☑	CNA with Stakeholders Stakeholders signed up for the committee via Google Form.
September 9, 2026	Campus CNA #2 with STAAR Data	ESC	☑	Reflecting on “Student Performance Data” and “Root Cause Analysis, and Driving Implementation" will be completed in the One Plan Unified Planning Tool.
November 2026 Date: TBD	DSBDMC #3	Google Meets	☐	Campus Comprehensive Needs Assessment Results will be presented to the DSBDMC. Levers 1, 2, 3, 4, 5 and 6 Reflecting on Student Performance Data Root Cause Analysis, Setting Priorities, and Driving Implementation
July 15, 2026	CIP Meeting #1	ESC	☐	Updated CIP with STAAR data information.
September 4, 2026	CIP Meeting #2	CES	☐	Revision and Review of the CIP using data
November 12, 2026	School Board Meeting - Approval of CIP	WISD ESC	☐	Approval of Campus Improvement Plans
December xx,	CIP Formative	Campus	☐	Revision and Review of the CIP using data

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2026	Evaluation			
February xx, 2027	DSBDMC #2	Google Meets	☑	
March xx, 2027 & April xx, 2027	Spring Benchmark Data - CIP & DIP Formative Evaluation	WISD ESC or Campus	☐	Revision and Review of the CIP using data
June xx, 2027	DSBDMC #3	Google Meets	☐	
June xx, 2027	STAAR Data - CIP & DIP Summative Evaluation	WISD ESC or Campus	☐	Revision and Review of the DIP/CIP using data

Summary - Planning and Distribution Procedures

CNA & CIP Process

Data Gathering: Cure Elementary conducts a Comprehensive Needs Assessment (CNA) using multiple sources of campus data, including student achievement, attendance, behavior, program effectiveness, stakeholder feedback, and other campus performance information. Campus leadership, teachers, staff, families, students, and community members provide input through meetings, surveys, campus activities, and other feedback opportunities. This information is reviewed to identify student needs, trends, strengths, and areas for improvement.

Stakeholder Involvement: Cure Elementary intentionally engages a variety of stakeholders throughout the development, implementation, monitoring, and annual revision of the Campus Improvement Plan (CIP). Staff provide input through team meetings and surveys; students provide input through classroom discussions and campus initiatives; and families and community members participate through engagement activities, communication platforms, surveys, and other feedback opportunities. The Site-Based Decision-Making (SBDM) Committee reviews campus data, provides input, and monitors progress toward CIP goals.

Needs Assessment: Campus leadership and the SBDM Committee analyze available data and stakeholder feedback to determine priority needs and identify areas requiring additional support. As updated student performance data becomes available, including STAAR and other assessment results, the campus reviews and refines its identified needs and priorities.

Campus Improvement Plan: The Cure Elementary Campus Improvement Plan is developed from the needs and priorities identified through the CNA process. The plan includes measurable performance objectives, strategies, responsible staff, resources, timelines, and methods for monitoring implementation and effectiveness. Throughout the year, campus leadership and the SBDM Committee review progress and make adjustments as needed to ensure the plan remains responsive to student, staff, and family needs. Cure's existing One Plan specifically describes this continuous feedback and monitoring process.

Distribution

Campus Improvement Plan: The Cure Elementary Campus Improvement Plan is made available to parents, staff, and community members. A copy is available through the campus and may also be made available electronically through the Cure Elementary website.

Parent and Family Engagement Policy: Cure Elementary maintains a written Parent and Family Engagement Policy that is jointly developed with stakeholders, reviewed annually, incorporated into the Campus Improvement Plan by reference, and made accessible to families through the campus website and other communication platforms. The policy emphasizes two-way communication in English and Spanish and meaningful family participation in the Title I program.

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School-Parent Compact: Cure Elementary makes its School-Parent Compact available to families and reviews the compact with parents during the school year. The compact outlines the shared responsibilities of the school, families, and students in supporting academic achievement. Hard copies are available upon request.

Translations and Accessibility: Cure Elementary provides interpretation and translation services as needed to ensure families can meaningfully participate in their child's education and access important campus information. Translated versions of applicable Title I documents and other campus information are provided to families as appropriate or upon request.

Stakeholder Checklist

The following stakeholders must be included within the planning process. Using the checklist below can ensure the right people are participating in the process.
Note: these meetings do not need to take place separately, and combining them can promote greater coherence and alignment.

Stakeholder Group	DIP/CIP	Title I-A	Title II-A	Title III-A	Title IV-A
Parents & Guardians	☑	☑	☑	☑	☑
Teachers	☑	☑	☑	☑	☑
Principals	☑	☑	☑	☑	☑
Specialized Instructional Support Personnel^		☑	☑		☑
Paraprofessionals		☑	☑		
Other School Leaders**		☑	☑	☑	☑
Students		☑		☑	☑
School System Administrators	☑	☑			
Community Members	☑	☑			
Community Organizations or Partners			☑		☑
Other Organizations/Partners with Expertise			☑		☑
Business Members	☑				
School Staff Who Will Carry Out the Plan		☑			
Local Government Representatives					☑

Stakeholder Checklist Notes

*Per TEC §11.253, school system employees may not serve as parent representatives for these committees.

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**Per ESSA §8101(44), the term “school leader” means a principal, assistant principal, or other individual who is an employee or officer of an elementary or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building

^Per ESSA §8101(47), the term “specialized instructional support personnel” means school counselors, school social workers, and school psychologists and other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services) as part of a comprehensive program to meet student needs.

Committee Member Names - CIP and CNA - add rows as needed

First and Last Name	Position	Committee Role
Michelle Sciba	Principal	Principal
April Long	Assistant Principal	Principal
Kendra Parker	AAF	Other School Leader
Abby Dopslauf	Math Coach	Other School Leader
Sherice Sims	Literacy Coach	Other School Leader
Cassandra Carlyle	Librarian	Specialized Instructional Support Personnel
Lexus Smith	Paraprofessional	Paraprofessional
Mary Alice Cure	Community Member	Community Member
Evelyn Turlington	Community Member	Community Member
Christy Yates	Parent	Parent/Guardian
Stacey Newton	Business Owners	Business Members
Charlene Norris Davis	District Administrator	District Administrator
Lillie Wilson	Student-Grade 5	Student
Lori Prewitt	Special Education Teacher/Team Leader	Teacher
Kaci Murphy	Special Education Teacher	Teacher
Sandra Mace	SRO	Local Government Representative

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ESSA Compliance Checklist - 13 Descriptors

This checklist is intended to support self-validation of compliance with the 13 TEA-required Title I, Part A LEA Plan descriptions.

Description 1 - Student Progress & Monitoring	
Applies to	All Title I, Part A LEAs
Requirement	How the LEA will monitor students' progress in meeting the challenging State academic standards by [ESSA §1112(b)(1)]— 1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2) Identifying students who may be at risk for academic failure; 3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;
OnePlan Connection	Question 4A: How does the campus select and monitor Tier I instruction to ensure all students have access to high-quality, standards-aligned learning across subjects and grade levels? List the core curriculum materials used and describe how they support alignment to the state's challenging academic standards Recommended Data Sources: Curriculum adoption lists, HQIM rubrics, TEKS alignment guides, PLC agendas.
Additional Details	Cure Elementary monitors student progress toward challenging State academic standards through a comprehensive system of TEKS-aligned Tier I instruction, ongoing assessment, targeted intervention, and data-driven instructional support. The campus provides a well-rounded instructional program across reading/language arts, mathematics, science, and social studies using standards-aligned core resources and embedded supports for diverse learners. Students who may be at risk for academic failure are identified through multiple data sources, including STAAR, district benchmarks, MAP, classroom performance, progress-monitoring data, attendance, and early literacy and numeracy screeners. Students demonstrating additional need receive targeted supports such as small-group instruction, tutoring, intervention services, differentiation, and reteaching. Weekly PLCs, classroom walkthroughs, instructional coaching, assessment reviews, and campus leadership monitoring are used to evaluate student progress, strengthen instructional practices, and adjust supports as needed to improve academic programs and student learning.

Description 2 - Teacher Quality	
Applies to	All Title I, Part A LEAs

Requirement	How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of- field teachers; [ESSA §1112(b)(2)]
OnePlan Connection	Question 2C: How does the campus ensure that campuses with the greatest student need are staffed with experienced, high-quality teachers? Recommended Data Sources: Needs-based staffing models, campus demographic reports, and incentive program documentation.
Additional Details	Cure Elementary identifies and addresses potential disparities in access to effective, experienced, and appropriately assigned teachers through a data-informed staffing and monitoring process. Campus leadership reviews student performance data, teacher effectiveness measures, staff experience, certification and assignment requirements, and individual teacher strengths when making instructional assignments. Particular attention is given to classrooms and student populations with the greatest academic needs to ensure that low-income, At-Risk, and other high-need students have equitable access to strong educators. Campus leadership continually monitors instructional quality and student outcomes through T-TESS, classroom walkthroughs, PLCs, and student data reviews and makes staffing, coaching, or instructional support adjustments when needed to address identified disparities and ensure equitable access to high-quality instruction.

Description 3 - School Support & Improvement	
Applies to	Title I, Part A LEAs with schools identified for school improvement under ESSA §1111(d)(1) and (2)
Requirement	How the LEA will carry out its School Support and Improvement activities responsibilities under ESSA §1111(d)(1) and (2); [ESSA §1112(b)(3)]
OnePlan Connection	Question 1C: If the campus has any campuses identified for Comprehensive Support and Improvement or Targeted Support and Improvement, how will the campus carry out its School Support and Improvement activities and responsibilities under ESSA §1111(d)(1) [Comprehensive Support and Improvement] and ESSA §1111(d)(2) [Targeted Support and Improvement]? Recommended Data Sources: Campus needs assessments, ESSA CSI/TSI identification reports, intervention plans, resource allocation dashboards.
Additional Details	Not Applicable. Cure Elementary is not currently identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI); therefore, the campus is not required to implement School Support and Improvement activities under ESSA §1111(d)(1) or §1111(d)(2).

Description 4 - Measure of Poverty	
Applies to	All Title I, Part A LEAs
Requirement	The poverty criteria that will be used to select school attendance areas under ESSA §1113 [ESSA 1112(b)(4)]
OnePlan Connection	Question 3J: What poverty measure does the campus use to determine school-level Title I eligibility and select school attendance areas? Please select all that apply. ☐ Children, ages 5 through 17, inclusive, in poverty, counted in the most recent census data approved by the Secretary of Education ☐ Children eligible for free and/or reduced-price lunches under the National School Lunch Act Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage. ☐ Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF) ☐ Children eligible to receive medical assistance under the Medicaid program ☐ A composite of any of the above measures. If this measure is selected, also indicate which of the above-listed options are included in the composite. Recommended Data Sources: Enrollment data, free/reduced lunch eligibility reports, Medicaid/TANF participation records, census poverty data, composite measure documentation.
Additional Details	Waller ISD uses the percentage of students eligible for free and/or reduced-price meals under the National School Lunch Act as the poverty measure to determine Title I, Part A school eligibility and select school attendance areas in accordance with ESSA §1113. The district applies this measure consistently across campuses to determine school-level poverty percentages, rank eligible campuses, and determine the distribution of Title I, Part A funds. Cure Elementary's Title I eligibility and allocation are determined through this district-level process.

Description 5 - Nature of Title I Programs	
Applies to	All Title I, Part A LEAs (descriptions may differ based on whether an LEA has Schoolwide Program Campuses, Targeted Assistance Campuses and/or Institutions for Neglected or Delinquent Children)
Requirement	The nature of the programs to be conducted under Schoolwide (ESSA §1114) and Targeted Assistance (ESSA §1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [ESSA §1112(b)(5)]

OnePlan Connection	Question 6A: How does the campus align resources to student needs and strategic priorities? Question 3H: What academic programs and targeted support plans are laid out in the formal agreement between the campus and the local facility serving delinquent children and are in place for students residing in local institutions for neglected or delinquent youth, or enrolled in correctional or alternative education programs? Recommended Data Sources: Budget allocation spreadsheets, weighted funding formulas, resource dashboards, expenditure review reports; MOUs with facilities, transition plans, case management logs, academic progress monitoring reports.
Additional Details	Cure Elementary operates a Title I, Part A Schoolwide Program designed to improve educational opportunities and academic outcomes for all students, with particular attention to students demonstrating the greatest academic need. Title I resources are aligned with needs identified through the Comprehensive Needs Assessment and Campus Improvement Plan and are used to strengthen Tier I instruction, provide targeted academic interventions and additional student supports, support high-quality instructional practices, and address identified achievement gaps. Campus leadership regularly reviews student performance and program effectiveness data to ensure resources and services remain aligned with identified student needs and campus priorities. When applicable, Cure Elementary coordinates with Waller ISD to ensure students who are neglected or delinquent receive educational continuity, appropriate academic supports, and access to services consistent with Title I requirements.

Description 6 - Services to Homeless Children & Youth; Title I set-aside	
Applies to	All Title I, Part A LEAs
Requirement	The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [ESSA §1112(b)(6)]. This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.
OnePlan Connection	Question 3K: What systems are in place to ensure students experiencing homelessness have fair access to education and related supports? Note: Supports should reflect provisions under the McKinney-Vento Act, including immediate enrollment, transportation assistance, and academic support. If the campus does not have a McKinney-Vento program, describe what services it will provide to students who are experiencing homelessness in the campus. Recommended Data Sources: Identification logs, transportation assistance records, case management notes, shelter outreach logs.
Additional Details	Waller ISD coordinates Title I, Part A services with its McKinney-Vento program to ensure students experiencing homelessness have immediate and equitable access to school and the supports necessary for enrollment, attendance, engagement, and

	academic success. Services may include transportation to maintain school stability, academic interventions and tutoring, school supplies, clothing, hygiene items, counseling, and connections to community resources. The district reserves Title I, Part A funds annually to support these services and determines the amount of the reservation based on the identified needs of students experiencing homelessness, prior-year expenditures, anticipated enrollment and service needs, and the cost of removing barriers to enrollment, attendance, and academic success. The district reviews needs and expenditures throughout the year and adjusts services as necessary to ensure eligible students receive appropriate support.

Description 7 - Parent & Family Engagement Strategy	
Applies to	All Title I, Part A LEAs
Requirement	The strategy the LEA will use to implement effective parent and family engagement under ESSA §1116. [ESSA §1112(b)(7)] Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.
OnePlan Connection	Question 3O: What are the campus's overall strategies for engaging with parents, families, and the community?; Question 3Q: The campus must have a written parent and family engagement policy that is incorporated into the campus's plan and establishes the campus's expectations and objectives for meaningful parent and family engagement. Note: If the campus has a separate written parent and family engagement (PFE) policy that includes all the Title I, Part A PFE policy requirements listed in sections 1116(a) and 1116(e), the campus may incorporate that policy into this plan by reference and include the web link in the space below. Recommended Data Sources: Parent Advisory Council agendas, family engagement event logs, stakeholder survey results; Parent and Family Engagement Policy document, web link to posted policy, stakeholder approval records
Additional Details	Cure Elementary implements effective parent and family engagement through a comprehensive strategy designed to strengthen school-family partnerships and support student achievement. The campus provides regular two-way communication, family engagement events, volunteer opportunities, parent conferences, stakeholder surveys, flexible meeting opportunities, and translation and interpretation services to ensure meaningful participation by all families. Cure Elementary maintains a written Parent and Family Engagement Policy that is jointly developed with parents and stakeholders, reviewed annually, incorporated into the Campus Improvement Plan by reference, and made available to families. The policy establishes expectations and objectives for meaningful parent and family engagement in accordance with

Description 8 - Early Childhood Education Programs & Transition Plans

Applies to	Title I, Part A LEAs reserving Title I, Part A funds for preschool programs
Requirement	If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [ESSA §1112(b)(8)]
OnePlan Connection	Question 6D: If applicable, how does the campus coordinate Title I, Part A services with early childhood education programs (e.g., Head Start, Pre-K) to support smooth transitions and early learning success? Note: Campuses receiving Title I, Part A funds must, where applicable, coordinate with early childhood programs to align instruction, support family engagement, and ensure continuity of services as children enter kindergarten. Guidance related to the agreement the LEA must have with outside entities providing early childhood education services can be found at: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodguidance.pdf. A template that incorporates the elements required by Title I, Part A can be found at: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodtemplate.docx Recommended Data Sources: MOUs with early childhood providers, transition plans, family engagement logs, kindergarten readiness data.
Additional Details	Not applicable - Waller ISD does not reserve Title I funds for preschool programs.

Description 9 - Identification of Eligible Children (Targeted Assistance Program)	
Applies to	Title I, Part A LEAs with at least 1 Targeted Assistance Campus
Requirement	How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [ESSA §1112(b)(9)]
OnePlan Connection	Question 3P: If applicable, how does the campus ensure that schools operating Targeted Assistance Programs (TAP) identify and prioritize students most in need of Title I, Part A services? Describe the criteria developed in consultation with teachers, parents, administrators, and other relevant staff. Note: See the TAP identification framework aligned with ESSA Section 1115(b)(1)(B), which requires multiple, educationally related, objective criteria. For grades PK–2, developmentally appropriate measures may include teacher judgment and parent input. Include district-wide cut scores (e.g., passing scores for state assessments, screeners, benchmarks) and documentation of stakeholder consultation. Recommended Data Sources: TAP identification criteria documentation, ranking sheets, stakeholder consultation meeting notes.

Additional Details	Not Applicable

Description 10 - Transitions: Middle to High School/High School to Postsecondary	
Applies to	Title I, Part A LEAs with at least 1 secondary school (middle/junior schools and/or high schools)
Requirement	How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [ESSA §1112(b)(10)]— 1) coordination with institutions of higher education, employers, and other local partners; and 2) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;
OnePlan Connection	Question 4C: How does the campus collaborate with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success to support Title IV Part A activities and ensure smooth transitions from middle school to high school and from high school to College Career and Military Readiness (CCMR), including early college, dual/concurrent enrollment, or career-focused pathways? Describe how these partnerships are documented and evaluated for effectiveness. Question 4F: How does the campus communicate the importance of making informed curriculum choices in middle and high school (e.g., endorsements, advanced coursework, career pathways) that align with students' post-secondary goals? Question 4G: How are students, families, teachers, and counselors supported in accessing and understanding sources of information about higher education admissions (e.g., college entrance exams, application timelines, institutional options)? Question 4H: How does the campus ensure students, families, and teachers have timely access to financial aid information, including FAFSA/TASFA completion, scholarships, and grants? Recommended Data Sources: MOUs with partners, meeting agendas, CCMR indicator dashboards, partnership evaluation reports; Graduation plan templates, endorsement pathway guides, Naviance or similar platform usage reports; College planning guides, counseling session logs, workshop attendance records, digital portal analytics; FAFSA/TASFA completion tracking reports, financial aid workshop logs, communication plan documentation.
Additional Details	Cure Elementary supports Waller ISD's broader college, career, and military readiness transition efforts by building early awareness of academic and career pathways and helping students develop the foundational skills needed for future success. Students participate in age-appropriate career awareness activities, goal setting, classroom connections to real-world careers, guest speaker opportunities, and experiences that introduce future academic pathways. The campus also works with families to

	communicate the importance of academic planning and prepares students for informed course-selection decisions as they transition to junior high. District and secondary campuses provide the subsequent middle-to-high-school and high-school-to-postsecondary transition supports, including partnerships with institutions of higher education and employers, dual and concurrent enrollment opportunities, career counseling, college admissions information, and financial aid guidance

Description 11 - Discipline Disproportionality	
Applies to	All Title I, Part A LEAs
Requirement	How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students; [ESSA §1112(b)(11)]
OnePlan Connection	Question 3D: How does the campus monitor and reduce the overuse of exclusionary discipline practices (e.g., suspensions, removals from class), especially among student subgroups with disproportionately high discipline rates? Recommended Data Sources: Disaggregated discipline reports, restorative practice logs, cultural responsiveness training records.
Additional Details	Cure Elementary supports efforts to reduce the overuse of discipline practices that remove students from classroom instruction through proactive behavior supports, restorative practices, and ongoing review of discipline data. The campus reviews discipline data quarterly and disaggregates results by student subgroup to identify patterns, disparities, and students requiring additional support. When concerns are identified, campus leadership implements targeted interventions such as behavior reteaching, restorative conversations, counseling, social-skills instruction, and other individualized supports. Teachers are supported in the use of PBIS, PACK expectations, restorative practices, and proactive classroom-management strategies designed to address behavior while minimizing unnecessary removal from instruction. Discipline trends and intervention effectiveness are reviewed through campus leadership, ILT, and PLC processes so strategies can be adjusted as needed to promote equitable and supportive discipline practices.

Description 12 - Coordination & integration with Career/Technical Education	
Applies to	All Title I, Part A LEAs operating Career and Technical Education programs
Requirement	If applicable, how the LEA will support programs that coordinate and integrate [ESSA §1112(b)(12)]— 1) Academic and career and technical education content through coordinated instructional strategies, that may incorporate

	experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and
OnePlan Connection	Question 4D. How does the campus support the coordination and integration of academic and career and technical education (CTE) content through instructional strategies, experiential learning, and work-based opportunities that align with in-demand occupations and industry needs? Recommended Data Sources: Graduation plans, endorsement pathway guides, CTE course lists, internship participation logs.
Additional Details	Cure Elementary supports Waller ISD's Career and Technical Education pathways by integrating age-appropriate career awareness, real-world applications, and workforce-readiness skills into the instructional program. Students develop foundational skills through TEKS-aligned instruction, problem-solving, collaboration, communication, critical thinking, teamwork, and digital literacy. Experiential learning opportunities such as classroom projects, career days, guest speakers, and community engagement activities expose students to a variety of careers and help them understand the connection between academic learning and future occupations. Formal CTE coursework, industry-based learning experiences, internships, and other work-based learning opportunities involving industry professionals are provided at the secondary level as students progress through Waller ISD's CTE programs. Cure Elementary's role is to establish the academic foundation and early career awareness necessary for students to successfully transition into those pathways.

Description 13 - Other Proposed Uses of Funds	
Applies to	All Title I, Part A LEAs
Requirement	Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [ESSA §1112(b)(13)]— 1) Assist schools in identifying and serving gifted and talented students; and 2) Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
OnePlan Connection	Performance Objectives & Student Group Alignment - Explain how reservations and program uses align to performance objectives and close gaps for specific student groups. Recommended Data Sources: Reservation use narrative; budget reports.
Additional Details	Cure Elementary supports the identification and service of Gifted and Talented students through district-established identification

	procedures and instructional opportunities designed to provide appropriate academic challenge, enrichment, and differentiation based on student strengths and needs. The campus also supports an effective school library program that provides students access to print and digital resources, research tools, technology, and learning opportunities that strengthen literacy, information literacy, digital citizenship, and academic achievement. The campus librarian collaborates with teachers and students to support curriculum-connected learning, responsible use of digital resources, and access to materials that extend and enrich classroom instruction.

Links to Additional Supporting Documents

These materials are referenced throughout the document, and can serve as additional planning supports throughout the campus's planning and implementation process.

Federal Programs Guidance from Region 14, in collaboration with TEA:

- Collaborative Comprehensive Needs Assessment: CCNA (ESC 14)
- LEA Program Plan Toolkit: LEA Program Plan Toolkit (ESC 14)
- Federal Programs Planner: Federal Programs Planner (CCNA)

LEA Title I, Part A Reservation for Services to Students Experiencing Homelessness: t1ahomelessreservation.xlsx

Guidance on mandatory School System agreements with outside early childhood education providers: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodguidance.pdf.

A template that incorporates the early childhood elements required by Title I, Part A: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodtemplate.docx

ESSA Supplement, not Supplant guidelines: Supplement, Not Supplant Handbook, pp 2-3.

Effective District Framework: Texasedf.org

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