Garland Independent School District

Classical Center At Vial Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: October 27, 2026

Mission Statement

We learn. We Care. We lead.

Vision

Inspire others to lead everywhere, every day.

Value Statement

We will show PRIDE:

- Proactive
- Respect
- Integrity
- Determination
- Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Classical Center at Vial Elementary is a diverse campus that offers a high quality education to students from across GISD and neighboring school districts. CC at Vial is among the top performing elementary schools in GISD that earned a TEA rating of "A" and earned all six (6) TEA distinctions for 2024-2025.

Demographics Strengths

Based on 2024-2025 Campus Staff Information, 34% of our staff are Bilingual/ESL certified. This positively impacts the academics success of our students because 66% of our student population are bilingual or ESL.

Student attendance has increased from 95.9% in 2023-2024 to 96.2% in 2024-2025.

Student Learning

Student Learning Summary

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading was 62% at the Meets performance level.

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading was 77% at the Meets performance level.

Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading was 80% at the Meets performance level.

Percent of students in grade 3 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math was 50% at the Meets performance level.

Percent of students in grade 4 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math was 71% at the Meets performance level.

Percent of students in grade 5 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math was 87% at the Meets performance level.

Student Learning Strengths

According to the 2024-205 STAAR Summary Report for Math, 87% of students in 5th grade performed at the Meets performance level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2024-2025 STAAR Summary Report for Math, 50% of 3rd grade students performed at the Meets level.
Root Cause: Provide higher order questions Targeted small groups Goal setting Differentiating instruction for tier 1 students Option for Vertical alignment planning

Problem Statement 2 (Prioritized): According to the 2024-2025 STAAR Summary Report for Reading, 62% of 3rd grade students performed at the Meets level.
Root Cause: Inconsistency of Spiral Review (bell ringers-mini lessons) from previous TEKS Lack of Consistent intervention/small group Lack of Goal Setting and Data tracking (Not knowing what programs we are tracking)

Problem Statement 3 (Prioritized): According to the 2025-2026 BOY i-Ready Reading Diagnostic, only 23% of 1st grade students performed at the "On, Mid, or Late" grade-level.
Root Cause: Insufficient understanding of the RLA curriculum. Targeted interventions have not yet to be provided.

Problem Statement 4 (Prioritized): According to the 2025-2026 BOY i-Ready Math Diagnostic, only 17% of 1st grade students performed at the "On, Mid, or Late" grade-level.
Root Cause: Insufficient understanding of the Math curriculum. Targeted interventions have not yet to be provided.

School Processes & Programs

School Processes & Programs Summary

Classical Center at Vial Elementary provides staff development that supports teachers with instruction and classroom management. For 2024-2025, our LPAC teacher and 4th grade RLA teacher provided professional development that targeted our lowest performing area TELPAS.

School Processes & Programs Strengths

Classical programs of Piano and Drama were integrated throughout the school year.

Technology integration in each classroom and school-wide technology alignment is evident with 1:1 student-device ratio.

Perceptions

Perceptions Strengths

According to the 2024-2025 family engagement survey...

- According to the Family Engagement Survey for the 2024-2025 school year, __% of parents state that the school provides communication in a language they understood.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Family Engagement Survey for the 2024-2025 school year, only __% of parents responded that the school always provides materials and training to help parents work with their children to improve students achievement.
Root Cause: Parent trainings/information sessions were not highly advertised.

Priority Problem Statements

Problem Statement 1: According to the 2024-2025 STAAR Summary Report for Reading, 62% of 3rd grade students performed at the Meets level.

Root Cause 1: Inconsistency of Spiral Review (bell ringers-mini lessons) from previous TEKS Lack of Consistent intervention/small group Lack of Goal Setting and Data tracking (Not knowing what programs we are tracking)

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to the Family Engagement Survey for the 2024-2025 school year, only __% of parents responded that the school always provides materials and training to help parents work with their children to improve students achievement.

Root Cause 2: Parent trainings/information sessions were not highly advertised.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: According to the 2024-2025 STAAR Summary Report for Math, 50% of 3rd grade students performed at the Meets level.

Root Cause 3: Provide higher order questions Targeted small groups Goal setting Differentiating instruction for tier 1 students Option for Vertical alignment planning

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the 2025-2026 BOY i-Ready Reading Diagnostic, only 23% of 1st grade students performed at the "On, Mid, or Late" grade-level.

Root Cause 4: Insufficient understanding of the RLA curriculum. Targeted interventions have not yet to be provided.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to the 2025-2026 BOY i-Ready Math Diagnostic, only 17% of 1st grade students performed at the "On, Mid, or Late" grade-level.

Root Cause 5: Insufficient understanding of the Math curriculum. Targeted interventions have not yet to be provided.

Problem Statement 5 Areas: Student Learning

Goals

Goal 1: Increase the percentage of students achieving Early, Mid, Late Grade-Level performance on the 1st grade i-Ready RLA Diagnostic from 21% at BOY 2026 to 50% at EOY 2027.

Performance Objective 1: Foundations

High Priority

HB3 Goal

Evaluation Data Sources: EOY i-Ready Reading Diagnostic report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will internalize and customize lessons to understand the Reading and Writing TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze Demonstration of Learning (DOL) work during Professional Development and/or Professional Learning Communities. **Strategy's Expected Result/Impact:** Increase in teacher understanding of the math curriculum. Increase student mastery of the Reading TEKS and participate in engaging activities. Ultimately, positively impacting student achievement in the i-Ready Reading Diagnostic. **Staff Responsible for Monitoring:** Administrators and classroom teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Funding Sources:** Subs for planning - 199 - PIC 24 State Comp Ed Funds - $2,745, Subs for planning - 199 - PIC 25 Bil../ESL State Allotment Funds - $2,541				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement and maintain an instructional schedule that that includes reading intervention for Tier 2 and Tier 3 students, and Tier 1 small group reading instruction for Kinder, 1st grade, and 2nd grade reading classes. **Strategy's Expected Result/Impact:** Close learning gaps for students identified has Tier 2 and Tier 3 as demonstrated on the i-Ready Reading Diagnostic. **Staff Responsible for Monitoring:** Administrators, classroom teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The Title 1 Support Teacher and Administrators will collaborate with teachers to identify students for reading intervention instruction for Tier 2 and Tier 3 according to i-Ready reading diagnostic data. **Strategy's Expected Result/Impact:** Close reading gaps that positively impacts student academic achievement as measured by the i-Ready Reading Diagnostic reports. **Staff Responsible for Monitoring:** Title 1 Support Teachers, classroom teachers, and administrators. **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The principal, assistant principal, and teachers will collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying highest leverage gaps in instruction and student performance, creating reteach plans, and progress monitoring during PLCs and/or Professional development **Strategy's Expected Result/Impact:** Increase in teacher understanding of reading curriculum that allows for in-depth, rigorous instruction that positively impacts student academic achievement (i-Ready Reading reports, Curriculum Based Assessments (CBAs), and DOLs **Staff Responsible for Monitoring:** Administrators, Title 1 Support Teacher, and teachers. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide Reading tutorials before school. **Strategy's Expected Result/Impact:** Closing reading gaps to positively impact student academic achievement as measured by the i-Reading Reading Diagnostic report. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Administrators and the Title 1 Support Teacher will conduct frequent instructional observations of Tier 1 instruction and/or Intervention instruction, then implement coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning. **Strategy's Expected Result/Impact:** Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students "On, Mid, or Late Grade-Level" as measured by the i-Ready Reading Diagnostic. **Staff Responsible for Monitoring:** K-5th teachers, Title 1 Support Teacher, and Administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Increase the percentage of students achieving Early, Mid, Late Grade-Level performance on the 1st grade i-Ready Math Diagnostic from 11% at BOY 2026 to 50% at EOY 2027.

Performance Objective 1: Math Performance

High Priority

Evaluation Data Sources: EOY i-Ready Math Diagnostic report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will internalize and customize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze Demonstration of Learning (DOL) work, in collaboration with Administrators and Title 1 Support Teacher during Professional Development and/or Professional Learning Communities. **Strategy's Expected Result/Impact:** Increase in teacher understanding of the math curriculum. Increase student mastery of the Math TEKS and participate in engaging activities. Ultimately, positively impacting student achievement in the i-Ready Math Diagnostic. **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** Subs for planning - 199 - PIC 24 State Comp Ed Funds - $2,745, Subs for planning - 199 - PIC 25 Bil../ESL State Allotment Funds - $2,541				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement and maintain an instructional schedule that includes math intervention for Tier 2 and Tier students, and Tier 1 small group math instruction for all grade levels. **Strategy's Expected Result/Impact:** Instructional schedule that maximizes in-depth, rigorous instruction that positively impacts student academic achievement as measured by the i-Reading Math Diagnostic reports. **Staff Responsible for Monitoring:** Teachers, Support Teacher, and Administrators. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The principal, assistant principal, and teachers will collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying highest leverage gaps in instruction and student performance, creating reteach plans, and progress monitoring during PLCs and/or Professional development **Strategy's Expected Result/Impact:** Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students "On, Mid, or Late Grade-Level" as measured by the i-Ready Math Diagnostic. **Staff Responsible for Monitoring:** Administrators, Support Teacher, and Teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Administrators and the Title 1 Support Teacher will conduct frequent instructional observations of Tier 1 instruction and/or Intervention instruction, then implement coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning. **Strategy's Expected Result/Impact:** Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students "On, Mid, or Late Grade-Level" as measured by the i-Ready Math Diagnostic. **Staff Responsible for Monitoring:** Teachers, Support Teacher, and Administrators **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provided math tutorials. **Strategy's Expected Result/Impact:** Closing math learning gaps to positively impact student academic achievement as measured by the i-Ready Math Diagnostic report. **Staff Responsible for Monitoring:** Teachers and Administrators. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase the percentage of all 3rd grade students achieving 'Meets Grade Level' on 3rd grade Reading Language Arts STAAR exams from 61% to 65% (2026-2027 target: 46%).

Performance Objective 1: Foundations

High Priority

HB3 Goal

Evaluation Data Sources: Texas Education Agency's STAAR report for 2026-2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will internalize and customize lessons to understand the Reading and Writing TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze Demonstration of Learning (DOL) work, in collaboration with Administrators and Title 1 Support Teacher during Professional Development (Professional Learning Communities). **Strategy's Expected Result/Impact:** Teachers will internalize and customize lessons to understand the Reading TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher. **Staff Responsible for Monitoring:** Administrators, Support Teacher, and Teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The principal, assistant principal, Title 1 Support Teacher, and teachers will facilitate Weekly Data Meetings during PLCs (professional development) to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, creating reteach plans, and progress monitoring. **Strategy's Expected Result/Impact:** Teachers will internalize and customize lessons to understand the Reading TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher. **Staff Responsible for Monitoring:** Administrators, Support Teacher, and Teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administrators and the Title 1 Support Teacher will conduct frequent instructional observations of Tier 1 instruction and/or Intervention instruction, then implement coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning. **Strategy's Expected Result/Impact:** Support of teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students performing at Meets Level on DOLs, CBAs, and STAAR. **Staff Responsible for Monitoring:** Teachers, Support Teacher, and Administrators. **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement and maintain an instructional schedule that includes Reading intervention for Tier 2 and Tier 3 students for Kinder - 5th grade. **Strategy's Expected Result/Impact:** To support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students performing at Meets Level on DOLs, CBAs, and STAAR. **Staff Responsible for Monitoring:** Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase the percentage of all 3rd grade students achieving 'Meets Grade Level' on 3rd grade Math STAAR exams from 55% to 58% (2026-2027 target: 49%).

Performance Objective 1: Foundations

High Priority

HB3 Goal

Evaluation Data Sources: Texas Education Agency's STAAR report for 2025-2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will internalize and customize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze Demonstration of Learning (DOL) work, in collaboration with Administrators and Title 1 Support Teacher during Professional Development (Professional Learning Communities). **Strategy's Expected Result/Impact:** Teachers will internalize and customize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher. **Staff Responsible for Monitoring:** Teachers, Support Teacher, and Administrators. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The principal, assistant principal, Title 1 Support Teacher, and teachers will facilitate Weekly Data Meetings during PLCs (professional development) to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, creating reteach plans, and progress monitoring. **Strategy's Expected Result/Impact:** Teachers will internalize and customize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher. **Staff Responsible for Monitoring:** Teachers, Support Teacher, and Administrators. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administrators and the Title 1 Support Teacher will conduct frequent instructional observations of Tier 1 instruction and/or Intervention instruction, then implement coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning. **Strategy's Expected Result/Impact:** Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students performing at Meets Level on DOLs, CBAs, and STAAR. **Staff Responsible for Monitoring:** Teachers, Support Teacher, and Administrators. **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement and maintain an instructional schedule that includes Math intervention for Tier 2 and Tier 3 students for Kinder - 5th grade. **Strategy's Expected Result/Impact:** Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students performing at Meets Level on DOLs, CBAs, and STAAR. **Staff Responsible for Monitoring:** Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Increase the Average Daily Attendance rate for students from 96.15% in 2026 to 97.0% by the end of the 2027 school year.

Performance Objective 1: Excellence

High Priority

HB3 Goal

Evaluation Data Sources: Average Daily Attendance report via OnSuite Data (Skyward) in June 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The PBIS committee will recognize individual students and classrooms with perfect attendance weekly and for the grading cycle utilizing a variety of incentives. **Strategy's Expected Result/Impact:** Increase of daily attendance as measure by Skyward / Rawee attendance reports. **Staff Responsible for Monitoring:** Data Clerk and Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: PBIS team will recognize students and classes with 100% attendance rate for each week/monthly. **Strategy's Expected Result/Impact:** Increased student attendance (reduce absenteeism). **Staff Responsible for Monitoring:** PBIS committee and Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Data Clerk and Administrators will review attendance data on weekly basis to identify which class has high attendance rate and to identify students with high absenteeism. **Strategy's Expected Result/Impact:** Provide early intervention for absenteeism. **Staff Responsible for Monitoring:** Data Clerk and Administrators **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Decrease the number of behavior incidents (office referrals) from 151 incidents in 2026 to 125 incidents for 2027.

Performance Objective 1: Excellence

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: PBIS team will recognize students and classes with 100% attendance rate for each week/monthly. **Strategy's Expected Result/Impact:** Increase overall attendance. **Staff Responsible for Monitoring:** PBIS committee	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Teachers and Administrators will recognize and incentivize positive behaviors **Strategy's Expected Result/Impact:** Reduced incidents in Edugence and reduced discipline referrals in Review 360. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 3: Integrated Student Support Systems **Funding Sources:** Incentives that promote positive behaviors - 199 - PIC 23 SPED State Allotment Funds - $1,368	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7: Climate and Culture will reflect 10% increase of parent and family engagement attendance of academic events from 100 families for three events in 2025-2026 to 110 families in three events for the 2026-2027 school year.

Performance Objective 1: Excellence

Evaluation Data Sources: Sign In Sheets. Parents ability to support students academically on homework.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide educational resources that will support parents with Reading and/or Math. **Strategy's Expected Result/Impact:** Increase reading and/or math skills of students **Staff Responsible for Monitoring:** Administrators and Teachers **Funding Sources:** Staff will support parents during family learning events - 6100 Parent Inv. Payroll T1 - $1,748, Educational reading/math games - 6300 Parent Involvement. Supplies T1 - $322				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide opportunities for parents to learn and participate in required Title 1 activities such as Annual Title 1, Part A meeting, Parent and Family Engagement policy, School-Parent Compact Review.. **Strategy's Expected Result/Impact:** Increase parent participation in development and revision of Title 1 programs. **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide transition activities for incoming kinder families during Meet the Teacher (porch party) and outgoing 5th grade families (Middle School transition). **Strategy's Expected Result/Impact:** Increased parent involvement and support of school programs. **Staff Responsible for Monitoring:** Counselor and Administrators				

No Progress Accomplished Continue/Modify Discontinue

Goal 8: Increase the percentage of Emergent Bilingual students meeting progress in Achieving English Language Proficiency on TELPAS from 36% to 40% (2026-2027 target).

Performance Objective 1: Foundations

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS 2026 report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide targeted small-group instruction during daily intervention/tutorial time, focusing on identified gaps. **Strategy's Expected Result/Impact:** Increase composite percentage for all grade levels as measured by TELPAS. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 9: Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Reading Language Arts STAAR from 38% to 40% (2026-2027 target).

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Math STAAR from 51% to 55% (2026-2027 target).

Performance Objective 1: Excellence

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will internalize and customize lessons to understand the Reading and Writing TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze Demonstration of Learning (DOL) work, in collaboration with Administrators and Title 1 Support Teacher during Professional Development (Professional Learning Communities). **Strategy's Expected Result/Impact:** Teachers will internalize and customize lessons to understand the Reading TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher. **Staff Responsible for Monitoring:** Administrators, Teachers, and Support Teacher **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will internalize and customize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze Demonstration of Learning (DOL) work, in collaboration with Administrators and Title 1 Support Teacher during Professional Development (Professional Learning Communities). **Strategy's Expected Result/Impact:** Teachers will internalize and customize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher. **Staff Responsible for Monitoring:** Administrators, Teachers, and Support Teacher **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 10: Magnet Funding Justification

Performance Objective 1: Vial will provide high quality Fine Arts and Dual Language programs for all students in K-5.

Evaluation Data Sources: Newsletters, surveys, magnet tours

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Fine arts teachers will attend training and conferences to support their continuing professional development. **Strategy's Expected Result/Impact:** Quality productions and presentations in Fall and Spring. **Staff Responsible for Monitoring:** Administrators, classroom teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Funding Sources:** Supplies & Materials - 199 - Magnet Funds - $3,750				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide resources and equipment to support the best-research practices and high quality instruction in the Two-Way Dual Language Magnet program. **Strategy's Expected Result/Impact:** Increase student biliteracy, biculturalism, and bilingualism in English and Spanish. **Staff Responsible for Monitoring:** K-5th grade Dual Language Teachers and Administrators. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** Achieve 3000 and other supplies for classroom enrichment - 199 - Magnet Funds - $21,101				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Resources and equipment will be purchased to support the integration of technology, best-research practices, and high quality instruction in the Classical magnet program. **Strategy's Expected Result/Impact:** Increase student understanding and performance in Drama, Piano, Art, and Music. **Staff Responsible for Monitoring:** Art Teacher, Music Teacher, Piano Lab Teacher, Drama Teacher, and Administrators. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** Supplies, resources, and professional development. - 199 - Magnet Funds - $18,149				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide educational excursions (field trips) for students that are aligned with TEKS and district curriculum. **Strategy's Expected Result/Impact:** Students will be able to access and acquire the TEKS and participate in engaging activities. **Staff Responsible for Monitoring:** Teachers and Administrators **Funding Sources:** Educational Excursions for students in each grade level - 199 - Magnet Funds - $16,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Increase student engagement by incentivizing hard work and effort. **Funding Sources:** Incentives for students - 199 - Magnet Funds - $4,000				

No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Michelle Usher	Teacher Intervention Specialist	Title I, Part A	1.0

2026-2027 Campus Improvement Team

Committee Role	Name	Position
LEA Administrator	Lametha Williams	District Personnel
Special Education Dyslexia Therapist	Maria Panxhaj	Dyslexia
Non-classroom Professional	Christopher Negron	Teacher
Classroom Teacher	Maria Arroyo	Teacher
Classroom Teacher	Jessica Guardiola	Teacher
Classroom Teacher	Marilyn Gonzalez	Teacher
Classroom Teacher	Leslie Flores	Teacher
Classroom Teacher	Ana Apen Rodriguez	Teacher
Paraprofessional	Juana Manriquez	Office Aide
Paraprofessional	Rosa Gomez	Secretary
Administrator	Lucas Pizana	Principal
Administrator	Tedria Runnels	Assistant Principal
Member	Lariza Munoz	Counselor
Business Representative	Randi Johnson	Business Representative
Business Representative	Lisa Rozell	Business Representative
Community Representative	Paul Blumhardt	Community Represntative
Community Representative	Sonia Lucas	Community Representative
Parent	Karen Shelton	Parent
Parent	Adriana Martinez	Parent

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2	Incentives that promote positive behaviors		$1,368.00
				Sub-Total	$1,368.00
				Budgeted Fund Source Amount	$1,368.00
				+/- Difference	$0.00

199 - PIC 24 State Comp Ed Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Subs for planning		$2,745.00
2	1	1	Subs for planning		$2,745.00
				Sub-Total	$5,490.00
				Budgeted Fund Source Amount	$5,490.00
				+/- Difference	$0.00

199 - PIC 25 Bil../ESL State Allotment Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Subs for planning		$2,541.00
2	1	1	Subs for planning		$2,541.00
				Sub-Total	$5,082.00
				Budgeted Fund Source Amount	$5,082.00
				+/- Difference	$0.00

199 - Magnet Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
10	1	1	Supplies & Materials		$3,750.00
10	1	2	Achieve 3000 and other supplies for classroom enrichment		$21,101.00
10	1	3	Supplies, resources, and professional development.		$18,149.00
10	1	4	Educational Excursions for students in each grade level		$16,000.00
10	1	5	Incentives for students		$4,000.00
				Sub-Total	$63,000.00

199 - Magnet Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$63,000.00
				+/- Difference	$0.00

6100 Parent Inv. Payroll T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1	Staff will support parents during family learning events		$1,748.00
				Sub-Total	$1,748.00
				Budgeted Fund Source Amount	$1,748.00
				+/- Difference	$0.00

6200 Contracted Services/Registration- Title I Fun					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

6300 Parent Involvement. Supplies T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1	Educational reading/math games		$322.00
				Sub-Total	$322.00
				Budgeted Fund Source Amount	$322.00
				+/- Difference	$0.00
				Grand Total Budgeted	$77,010.00
				Grand Total Spent	$77,010.00
				+/- Difference	$0.00