

Midway Independent School District



Castleman Creek Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1 ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 1 High Priority

Domain 1: LITERACY: HB3 Overall Goal: Students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) each year over the next 5 years.

EC-L Goal: The percentage of 3rd grade students who score "meets grade level" or above on STAAR Reading will increase from 42% to 60% by June 2027.

Evaluation Data Source: 2026 STAAR Results

Strategy 1

Campus instructional teams will analyze campus trends to evaluate progress towards mastery of RLA objectives for students in Grades K-5. Based on data analysis, campus instructional action plans will be created.

Strategy's Expected Result/Impact: At least twice per year trends in data will be analyzed at a district perspective by a team of various stakeholders for the purpose of developing action steps to address areas of deficit.

Staff Responsible for Monitoring: Campus Administration
Learning Coaches
MTSS Facilitator

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Strategy 2

Teachers will provide daily teacher-led guided reading groups in every K-5 classroom, with embedded academic vocabulary routines and daily spiraled review of previously taught RLA TEKS. Groups will be re-formed at least every three weeks using running records, MAP data.

Strategy's Expected Result/Impact: MAP Reading median increases campus-wide (60th to 63rd percentile) and in Grade 3 (50th to 55th percentile).

Staff Responsible for Monitoring: Principal
Asst. Principals
Learning Coaches
MTSS Facilitator

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Strategy 3

After each district assessment and benchmark, campus leaders and teachers will analyze student performance, prioritize the two lowest-performing groups by subject and grade level, and develop three-week response plans with targeted TEKS, student groupings, interventions, and progress monitoring. The leadership team will review progress during monthly data meetings to ensure instructional adjustments address achievement gaps.

Strategy's Expected Result/Impact: Increase in STAAR Reading scores by 10%.

Staff Responsible for Monitoring: Principal
Assistant Principal
MTSS Facilitator
Learning Coaches
Team Leads

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Strategy 4

Students will participate in daily academic discussions where they explain their thinking, respond to classmates, and use academic vocabulary during reading, and whole-group lessons.

Strategy's Expected Result/Impact: By the end of the school year, 100% of observed lessons will score proficient or higher in T-TESS Dimension 2.3: Communication based on classroom walkthrough data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Learning Coaches

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Performance Objective 2

Domain 1: MATH: HB3 Overall Goal: Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) each year over the next 5 years.

EC-M Goal: The percent of 3rd grade students who score meets grade level or above on STAAR Math will increase from 40% to 52% by June 2027." Evaluation Data Source: 2027 STAAR Results.

Evaluation Data Source: 2027 STAAR Results

Strategy 1

Teacher teams will meet to review student data, identify learning gaps, and adjust math instruction and WIN groups based on what students need most.

Strategy's Expected Result/Impact: Minimum 5% Masters increase in math on the 2027 STAAR; 2026-2027 district assessment growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Coaches, MTSS Facilitator, Team Leads.

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Strategy 2

Teachers will utilize research-based instructional models (small group instruction) in all mathematics classrooms.

Strategy's Expected Result/Impact: Evidence will be seen in an increase in the scores for T-TESS data walkthroughs.

Staff Responsible for Monitoring: Campus Administration
MTSS Facilitator
Behavior Coach
Learning Coaches

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Strategy 3

Campus instructional teams will analyze campus trends to evaluate progress toward mastery of mathematics objectives for students in Grades K-5. Based on data analysis, campus instructional action plans will be created.

Strategy's Expected Result/Impact: At least twice per year, math data trends will be analyzed at the campus level by the CCE instructional leadership team to develop action steps addressing areas of deficit

Staff Responsible for Monitoring: Campus Administration
MTSS Coordinator
Learning Coaches

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Strategy 4

Conduct biweekly small group instruction fidelity walkthroughs using a shared look-for document in Kickup.

Strategy's Expected Result/Impact: Increase in student scores in Math and RLA

Staff Responsible for Monitoring: Principal, Assistant Principal.

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Performance Objective 3 **High Priority**

By June 2027, Castleman Creek will increase 5th Grade Science performance from the 2026 baseline of 72% Approaches, 29% Meets, and 8% Masters to at least 80% Approaches, 40% Meets, and 15% Masters on STAAR Science by implementing vertically aligned science vocabulary, weekly inquiry-based tasks, and TEKS-aligned constructed-response practice in grades K-5.

Evaluation Data Source: District Unit Tests, Benchmarks, and STAAR scores.

Strategy 1

K-5 teachers will implement a vertically aligned science vocabulary routine using campus-identified priority vocabulary by reporting category. Students will use vocabulary in speaking, writing, notebooks, and exit tickets. PLCs will review student work monthly to determine whether students can use science vocabulary accurately in context.

Strategy's Expected Result/Impact: Increase in science scores on unit assessments, benchmarks, and STAAR scores.

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Strategy 2

PK-5 teams will utilize the weekly PLC process to develop common formative assessments (CFAs) before each unit, analyze CFA and benchmark data to identify student misconceptions, and adjust instruction through weekly WIN groups.

Strategy's Expected Result/Impact: 5% increase in overall STAAR performance for math.

Staff Responsible for Monitoring: Principal
Asst. Principal
Instructional Specialists
Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 4 High Priority

Castleman Creek Elementary will increase its Domain 1 component score to a B (80% Approaches / 50% Meets / 25% Masters) on the 2027 STAAR, en route to an A rating by 2028.

Evaluation Data Source: STAAR 2026 Data

Strategy 1

Utilizing district-approved STAAR resources, students will engage with curriculum to ensure access to a high-quality, spiraled curriculum.

Strategy's Expected Result/Impact: Increase in STAAR performance.

Staff Responsible for Monitoring: Administrators
MTSS Facilitator

Funding Sources: Lowman Education Title Funds, \$15,000

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Strategy 2

Utilize the district learning coaches to provide timely professional development through lunch-and-learn sessions, learning walks, and evening events to enhance instructional practices.

Strategy's Expected Result/Impact: Student achievement will increase as teacher pedagogical knowledge deepens.

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Strategy 3

Tutoring will be provided to students as an opportunity to reinforce and extend their learning through targeted support.

Strategy's Expected Result/Impact: Growth in student performance.

Staff Responsible for Monitoring: Administrations
MTSS Facilitator.

Funding Sources: Tutoring Stipend Title Funds, \$10,000

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Strategy 4

Teachers embed planned analyze-level questions in every lesson plan with administration checking weekly.

Strategy's Expected Result/Impact: Increase in critical thinking of student, increase in Meets percentages on 2027 STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal

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Strategy 5

Castleman Creek will provide Tier 3 instruction to students who qualify through the use of an interventionist position. This interventionist will pull Tier 3 students for intensive, small group tutoring sessions before, during, and after school. The sessions will use research-based instructional strategies, with specific training for teachers and aides on delivering this accelerated instruction. Student progress will be closely monitored through frequent formative assessments.

Strategy's Expected Result/Impact: By June 2026, 100% of Tier 3 students will receive targeted instruction in math and reading, leading to a 10% increase in student achievement.

Staff Responsible for Monitoring: Campus Administrators

MTSS Facilitator

Interventionists

Teachers

Funding Sources: 211- ESEA, Title I, Part A, \$90,000

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Goal 2

LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population

Performance Objective 1

WIG: All Castleman Creek students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.

Strategy 1

Lead Measure: Castleman Creek will deliver the year-long Leader in Me (LiM) curriculum (direct teach), designed to cultivate mindsets, behaviors, and skills in students and staff for effective, lifelong leadership.

Strategy's Expected Result/Impact: Increase the spring 2027 MRA survey for Leader in Me at least 3 percent in the Leadership category

Staff Responsible for Monitoring: Campus Admin.

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Strategy 2

Lead Measure: Castleman Creek will participate in the Leader in Me program and develop a Lighthouse Team to oversee the implementation of Leader in Me throughout the school year. CCE will provide key Core 3 elements, including: student goal setting at all grade levels and leadership binders/portfolios at the elementary.

Strategy's Expected Result/Impact: Raise the Spring 2027 MRA in the Academic category's Goal Achievement section by 3%.

Staff Responsible for Monitoring: Campus Administration

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Strategy 3

All 5th grade students will be part of a leadership team to instill in them the 7 Habits of Highly

Effective People.

Strategy's Expected Result/Impact: 100% of 5th graders hold a defined leadership role; MRA Student Leadership category increases 3 points

Staff Responsible for Monitoring: Principal, Lighthouse Coordinator, Learning Coaches.

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Strategy 4

All classrooms will be paired with a "buddy" classroom that meets once a month to ensure students have the opportunity to share their learning, growth, and create a cadence of accountability for leadership portfolios.

Strategy's Expected Result/Impact: All classrooms complete at least monthly buddy meetings and 100% of K-5 leadership portfolio.

Staff Responsible for Monitoring: Principal, Lighthouse Coordinator, Learning Coaches.

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Performance Objective 2 High Priority

Recruit and retain highly qualified staff who teach and model future-ready leadership skills for our diverse student population.

Evaluation Data Source: HR survey and MRA data

Strategy 1

Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities so that teacher turnover rate improves.

Strategy's Expected Result/Impact: CCE teacher turnover decreases to 15% or below by the start of the 2027-28 school year

Staff Responsible for Monitoring: Campus Administration

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Performance Objective 3

All staff will benefit from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

Evaluation Data Source: Professional Learning end-of-year survey

Kick Up

Professional Learning Platform

Strategy 1

Train and support all teachers/staff on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. Support for all teachers will be provided by campus Learning Coaches and Behavior Coach.

Strategy's Expected Result/Impact: Increased student engagement will lead to higher average scores for all teachers in Domain 2.5 on the 2026-2027 TTESS data walks and formal observations. This improvement in engagement will also contribute to an increase in the district's overall state accountability rating. Additionally, better management of Tier 1 behaviors will be reflected in Domain 3 of the TTESS data walks and formal observations, with teachers reaching or maintaining an average score of 3.

Staff Responsible for Monitoring: Campus Administration

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Strategy 2

Utilize the district Learning Coaches to deliver job-embedded professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in a 1:1 learning environment.

Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. Kickup will be used to measure the impact of professional learning. Increase scores in the Apple Learning Survey.

Staff Responsible for Monitoring: Campus Administration

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Strategy 3

Support new and second-year classroom teachers through the provision of an effective mentor program aligned with the Texas Mentorship Training (TMT). MTSS Facilitators will serve as Campus Mentor Coordinators, supporting both mentor teachers and mentees.

Castleman Creek will provide substitute coverage to facilitate mentoring activities, including formal classroom observations, co-planning, and co-teaching opportunities, as well as the 12 hours of TMT mentor teacher training that occurs throughout the school year. Castleman Creek will document mentoring activity and progress using the district's Release Time and Progress Monitoring Action Plan.

Strategy's Expected Result/Impact: First and second-year teacher retention will increase by 10%; campus-level mentoring documentation will demonstrate consistent implementation of required mentoring activities and sub coverage for TMT training; program adjustments will be made using needs assessment feedback provided by both mentors and mentees.

Staff Responsible for Monitoring: Coordinator of Mentor & Induction
Campus Mentor Coordinators
PREP Mentor Design Team

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Performance Objective 4

Focus on the personnel needs based on the campus's diverse student population.

Evaluation Data Source: The staff will begin to represent the diversity found in the demographics of our student body.

Strategy 1

All Emergent Bilingual students' needs are targeted through classroom teachers completing new ELPS training as well as facilitators providing support to high-need students in small group settings.

Strategy's Expected Result/Impact: Improvement in EB student TELPAS scoring and reclassification of EB learners.

Staff Responsible for Monitoring: Principal
Assistant Principal
ESL Coordinator

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Strategy 2

Teachers not currently in compliance will receive training through Region 12 prior to the end of the first semester. A substitute can be provided to allow teachers time during the workday to complete this training.

Strategy's Expected Result/Impact: 100% of staff will be up to date and in compliance with required training for GT and EB services.

Staff Responsible for Monitoring: Principal
Assistant Principal
District Coordinator of Special Programs

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Strategy 3

A behavior coach will be employed on campus to support teachers in managing classroom behaviors and implementing effective classroom management strategies. The behavior coach will provide professional development, model best practices, and offer individualized coaching sessions to help teachers create positive classroom environments. The coach will also work directly with students to develop and reinforce positive behavior interventions and supports (PBIS).

Strategy's Expected Result/Impact: By providing targeted support for classroom management and student behavior, there will be a noticeable improvement in classroom environments, leading to decreased behavior incidents by 10% and increased instructional time. This will result in higher student engagement and academic achievement and staff retention.

Staff Responsible for Monitoring: Leadership team

Funding Sources: Behavior Coach 211- ESEA, Title I, Part A, \$60,000, Region 13 Behavior Coach Training 255- ESEA, Title II Part A, \$1,500

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Goal 3

CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 1

Improve the implementation of the character traits programs (Leader in Me and Character Strong) and support for social-emotional learning on all campuses during the 2026-2027 school year. Ensure instructional time for character education and wellness programs is built into the yearly schedule for students at all campuses. Conduct student climate surveys and the Leader in Me Measurable Results Assessment (MRA) in grades 3-5as a needs assessment for program improvements.

Evaluation Data Source: Pre- and Post-Climate Surveys
Leader in Me Measurable Results Assessment (MRA)
Staff survey
Training rosters
discipline & PBMAS records
DAEP/Challenge placements
ISS/OSS placements Campus program evaluations
Threat Assessments Behavioral Rtl records
Classroom observations/walkthroughs

Strategy 1

Integrate behavioral support and character trait programs into classroom, discipline, and counseling practices, i.e. Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior and Mental Health Interventions, wraparound services for highest risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong.

Strategy's Expected Result/Impact: A MISD System for MTSS/Rtl processes for behavior will be implemented at all campuses
A 5% decrease in the number of discipline incidents and discretionary DAEP placements.
Trauma-Informed approach to disciplinary interventions
Support for teachers in de-escalation strategies
An increase in the positive culture-increased sense of safety as reported on the MRA

Staff Responsible for Monitoring: Principals
Counselors
Threat assessment teams
MTSS
Self-Contained Teachers
Behavior Coach
Coordinator Support Services

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Strategy 2

All MISD schools will implement the year-long student lessons for Leader in Me (LiM) curriculum focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders.

Strategy's Expected Result/Impact: Increase the spring 2026 MRA survey for Leader in Me at least 2 points for the culture category on the measured survey.
Decrease in the number of discipline referrals and discretionary DAEP placements by 5%

Staff Responsible for Monitoring: Campus Administration
Lighthouse Team

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Strategy 3

Integrate behavior support for students with an individual education plan (IEP) and provide support and strategies for the student's teachers and parents/guardians.

Strategy's Expected Result/Impact: A 5% decrease in the number of discipline incidents for students with an IEP.

Support for teachers in de-escalation strategies.

Implementation and monitoring of MTSS Behavior Plans and Accommodations for students.

Support and communication with parents/guardians throughout the implementation of the MISD System for MTSS/RTI processes for behavior for the student.

Staff Responsible for Monitoring: Principals

Assistant Principals

Behavior Coaches

MTSS Coordinator

Support Services

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Performance Objective 2

During the 2026-2027 school year, Castleman Creek will implement district-wide classroom and behavior management plans to provide safe and supportive learning environments.

Evaluation Data Source: Referral and student discipline data - campus and district Behavioral Walkthrough data
Empower student data
T-TESS Domain 3 data

Strategy 1

All CCE teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan.

Strategy's Expected Result/Impact: Decrease in the number of discipline incidents and discretionary DAEP placements by 5%.

Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks

Staff Responsible for Monitoring: MTSS Coordinator

Campus Administrators

Behavior Coach

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Strategy 2

All CCE classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention(s), and collecting data for students in tier 2 and tier 3.

Strategy's Expected Result/Impact: Decrease the number of discipline incidents and discretionary DAEP placements by 5%.

Decrease the number of physical restraints by 10%. Decrease the number of Tier 3 behavior students by 3%.

Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks.

Staff Responsible for Monitoring: Campus Administrators

Behavior Coach

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Strategy 3

All Castleman Creek discipline referrals will be submitted through TAC and discipline data will be tracked in ESchool.

Strategy's Expected Result/Impact: Ability to review reports and data by six weeks for all campuses and the district. Improve the consistency of consequences and due process for discipline incidents. Improve the details for each discipline incident in ESchool.

Staff Responsible for Monitoring: Campus Principal & Assistant Principal

MTSS Coordinator

Behavior Coach

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Performance Objective 3

By the end of the 2026-2027 school year, we will enhance school safety measures at Castleman Creek encompassing safe and secure facilities, as well as comprehensive training and support services for student needs.

Evaluation Data Source: Local campus safety audits

TEA District Vulnerability Assessment

TXSSC Intruder Audit feedback

Midway Safety and Security Committee Meeting Agendas Campus Emergency Operation Plan Training

Compliance through Threat Assessment Team rosters for each campus, dates of meetings, threat assessment data through Sentinel Required Drill documentation

Strategy 1

Campus Administration and MISD Safety Personnel will coordinate school safety for assigned campus including protocols, training, drills, and compliance and provide support at after hours events.

Strategy's Expected Result/Impact: Castleman Creek will have functioning and weekly audited locked exterior doors. CCE will conduct proper visitor admission protocol. CCE will pass the State Intruder Safety Audit Increased preparedness for students and staff opportunities to refine safety protocols and procedures.

Staff Responsible for Monitoring: Campus Administration

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Strategy 2

Offer multiple approaches to provide timely and relevant information to students regarding risky behaviors, i.e. violence, drugs, alcohol use, vaping, and tobacco use. Advertise and communicate resources such as family and parenting classes, VIP events, counseling services, community events, and Panther Safety Series. Partner with community agencies to provide increased safety, support, services, and resources for students and their families.

Strategy's Expected Result/Impact: Counseling services provided for students struggling with substance use Follow-up data showing reduction in risky behaviors
Continued attendance/parent participation in VIP nights Continued partnerships with community agencies

Staff Responsible for Monitoring: Counselors

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Strategy 3

Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative approach in disciplinary placements.

Strategy's Expected Result/Impact: Small group interventions, reduction in the number of students returning to DAEP

Reduce office discipline referrals by 10% from the 2025-26 baseline; 100% of students with repeated referrals receive a Student Success Meeting and documented restorative plan

Staff Responsible for Monitoring: Behavior Coach

Counselor

Campus administration

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Strategy 4

Campus administrators will implement a campus procedure to ensure all tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages are investigated. Administration ensures staff has been trained to identify and report bullying and suicidal ideation.

Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats

Staff Responsible for Monitoring: Campus Administrators

Asst. Supt. Adm. Services

Student Support Services

Counselors

Social Workers

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Strategy 5

All CCE staff will complete required annual compliance training on recognizing and reporting child abuse, including sexual abuse and sex trafficking (policy FFG Local), before the start of the school year

Strategy's Expected Result/Impact: Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children.

Staff Responsible for Monitoring: Campus Administration
Campus Counselors
Support Services
Asst. Supt. Admin. Services

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Performance Objective 4

The incidents of iPad misuse will decrease by 5% from the 2025 - 2026 school year.

Evaluation Data Source: ESchool Discipline Referrals
iPad Fines

Strategy 1

All staff will be trained in Apple Classroom and Moysle Manager for iPad management.

Strategy's Expected Result/Impact: Student device distraction will decrease and academic engagement will increase.

Staff Responsible for Monitoring: Campus Administration
Behavior Team

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Strategy 2

Ipad will be check regularly to ensure they are used by students for instructional purposes only.

Strategy's Expected Result/Impact: Inappropriate use of cameras and searches will decrease.

Staff Responsible for Monitoring: Campus Administration
Behavior Team

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Strategy 3

Students will receive digital citizenship instruction twice a six weeks through the library.

Strategy's Expected Result/Impact: Students' understanding of the components of digital citizenship will increase and incidents of misuse will decrease.

Staff Responsible for Monitoring: Campus Administration
Behavior Team
Librarian

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Performance Objective 5

Reduce threat-related behavior incidents (terroristic threat, aggressive act - verbal, threat of violence) at Castleman Creek by 20% from the 2025-26 eSchool baseline

Evaluation Data Source: eSchool Behavior Incident data

Strategy 1

Use a variety resources including but not limited to Threats Are No Joke, Leader in Me, MTSS Supports, and Mental Health supports to educate students on the reality and consequences of threats in schools.

Strategy's Expected Result/Impact: Reduction of Terroristic Threats by 20% across the district
Reduction of the combination of Aggressive Act Verbal and Threat of Violence by 20% across the district

Staff Responsible for Monitoring: Campus Administration
Assistant Superintendent for Administrative Services
Coordinator of MTSS

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Strategy 2

Provide ongoing education and reminders to students and families through various channels including newsletters, Parent Square, daily announcements, and others on the reality and consequences of threats in schools.

Strategy's Expected Result/Impact: Reduction of Terroristic Threats by 20% across the district
Reduction of the combination of Aggressive Act Verbal and Threat of Violence by 20% across the district
Increased Parental understanding regarding the impact of threats in schools

Staff Responsible for Monitoring: Campus Administration

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Performance Objective 6

Reverse the three-year decline in student-reported connection: MRA School Belonging increases from 69 to 80 and Trusting Relationships from 72 to 76 by spring 2027

Evaluation Data Source: LIM MRA Data, Baylor FEW Survey Data

Strategy 1

Complete a fall relationship-mapping exercise so every student is named by at least one connected adult by October 1; students identified as unconnected receive a 2x10 relationship intervention with progress reviewed at each six weeks

Strategy's Expected Result/Impact: Student Belonging indicators increase.

Staff Responsible for Monitoring: Lighthouse Coordinator, Principal, Assistant Principal, Behavior Coah.

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Strategy 2

Administer FEW Survey BOY, MOY, and EOY to monitor data and make adjustments.

Strategy's Expected Result/Impact: Increase in student belonging scores.

Staff Responsible for Monitoring: Lighthouse Coordinator, Principal, Assistant Principal, Behavior Coah.

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Goal 4

Castleman Creek Elementary will establish parents as partners and foster robust community collaborations.

Performance Objective 1

Castleman Creek Elementary will strengthen school-home-community partnerships by enhancing teacher communication with families through multiple communication methods and establishing partnerships with local organizations to provide additional resources, educational opportunities, and community support for students and families.

Evaluation Data Source: Parent Climate Surveys
Parent Square
Social Media

Strategy 1

Host regular parent and family engagement opportunities on-campus events tailored to engaging parents in areas such as literacy, math, social-emotional learning, and community building.

Strategy's Expected Result/Impact: Increased parent involvement and participation, leading to stronger school-community relationships and an enhanced support system for student learning.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselors
Teachers

Funding Sources: Resources for Parent Engagement Events 211- ESEA, Title I, Part A, 6399, \$2,500

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