

Midway Independent School District



Chapel Park Elementary School

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

100% of CPE students will show growth in ELAR and Math by the end of the academic year. (Domain 2-Student Growth)

Evaluation Data Source: STAAR 2027 Results & TEA Accountability; NWEA MAP (Reading); LION (Math)

Strategy 1

Lead Measure: CPE will provide accelerated learning instruction by in the areas of math and reading as required by House Bill 1416 during the 2026-2027 during summer learning and the school year.

Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet or exceed the minimum passing standard or growth measure.

Staff Responsible for Monitoring: MTSS
CPE Admin
CPE Interventionist

Funding Sources: HB 1416 Snacks 211- ESEA, Title I, Part A, 6399, \$300

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 2

Lead Measure: CPE leadership team will provide on-going training and data analysis for teachers and interventionists on the BOY, MOY, and EOY screeners to calculate and create strategies for early targeted intervention related to growth for all students.

Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2026-2027 school year.

Staff Responsible for Monitoring: Campus Administrators
Learning Coaches
Teachers & Interventionists
MTSS

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Strategy 3

Lead Measure: Campus administration will work collaboratively with special education teachers and staff to ensure support and alignment of PreK-12 curriculum and assessments in all content areas.

Strategy's Expected Result/Impact: 100% of all students in all student groups will show academic growth for the 2026-2027 school year.

Staff Responsible for Monitoring: Campus Administrators
MTSS
District Learning Coach
Campus MTSS
Interventionist
Special Education Teachers

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Strategy 4

Lead Measure: Teachers will set individual NWEA MAP (Reading) and LION (Math) growth goals with each student at the beginning of the year and monitor progress at MOY and EOY in PLCs, adjusting instruction based on data.

Strategy's Expected Result/Impact: Measurable BOY-EOY growth for all students in all groups; increased Domain 2A performance and a higher Domain 3 growth component for the 2026-2027 school year.

Staff Responsible for Monitoring: Campus Administrators
Learning Coach
MTSS
Team Leads
Classroom Teachers

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Strategy 5

Lead Measure: Students will track their own NWEA MAP and LION growth and set data-driven goals in their Leader in Me Leadership Portfolios.

Strategy's Expected Result/Impact: Increased student engagement and student-owned academic growth; supports improvement on the MRA Student Leadership measure (78).

Staff Responsible for Monitoring: Classroom Teachers
Counselor
MTSS
Campus Administrators

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Strategy 6

Lead Measure: CPE will identify the lowest-performing 25% of students in reading and math from MAP, LION, and STAAR data and provide each a written growth plan and targeted WIN/Tier 2-3 support, regrouped every three weeks.

Strategy's Expected Result/Impact: Bottom-quartile students will meet or exceed expected growth, raising the Closing the Gaps Academic Growth component above 68.8%.

Staff Responsible for Monitoring: MTSS
Interventionist
Campus Administrators
Classroom Teachers

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Strategy 7

CPE will provide differentiated extension and enrichment for identified Gifted and Talented students through cluster grouping, depth-and-complexity tasks, and advanced problem-solving during core instruction and WIN time, using MAP, LION, and benchmark data to set advanced growth goals and monitor progress in PLCs.

Strategy's Expected Result/Impact: All GT students will demonstrate academic growth on MAP, LION, and STAAR, and an increased percentage of GT students will reach the Masters level on the 2027 STAAR.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
GT Teacher
MTSS
Learning Coach

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Performance Objective 2 HB3 Goal

CPE Students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade) each year over the next 5 years. (Domain 1 - LITERACY - HB3 Overall Goal)

EC-L Goal: The CPE percentage of 3rd-grade students who score "meets grade level" or above on STAAR Reading will increase from 53% (June 2026) to 60% by June 2027.

Evaluation Data Source: STAAR (spring 2027), NWEA MAP Reading, District benchmarks/screeners

Strategy 1

CPE will utilize CFA's, district benchmarks, and screeners to track student growth. Through the PLC process, support and training will be provided to campuses focusing on data analysis, increasing intentional interventions, and enrichment to allow students' to reach their highest level of potential. Each PLC will utilize instructional strategies outlined in Midway Mindset with a focus on increasing student engagement.

Strategy's Expected Result/Impact: Increase 3rd-grade Reading Meets from 53% (2026) to 60% on the 2027 STAAR, with growth on district benchmarks and NWEA MAP Reading throughout the year.

Staff Responsible for Monitoring: CPE Admin Team

CPE Team Leads

Classroom Teachers

Learning Coaches

Interventionist

MTSS

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 2

CPE admin and Grades K-3 teachers will complete the state required Reading Academies by the end of school year 2026-2027.

Strategy's Expected Result/Impact: Student scores will increase on NWEA MAP Growth (universal screening) data in Multiple Genres, Foundational Skills: Vocabulary, and Author's Purpose and Craft. A supplemental program (NWEA MAP Reading Fluency) will assess the five areas of basic reading skills: Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency in K-2.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
MTSS

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Strategy 3

CPE instructional teams will analyze district trends to evaluate progress towards mastery of RLA objectives for students in Grades K-5. Based on data analysis, district and 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 and campus perspective by a team of various stakeholders for the purpose of developing action steps to address areas of deficit.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Learning Coaches
MTSS
Interventionist
Classroom teachers

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Strategy 4

CPE will implement targeted after school reading tutoring for students in grades 3-5 to provide enrichment and push students from the "Approaches" to "Meets" and "Meets" to "Masters" performance level on the 2027 Reading STAAR test. This after school tutoring program will focus on advanced problem-solving and critical thinking with our identified subgroups populations including economically disadvantaged students.

Strategy's Expected Result/Impact: Increase in the percentage of students moving from "Approaches" to "Meets" and "Masters" on the 2027 STAAR reading test;
Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments;
Regular progress monitoring will show measurable growth in advanced reading skills
Small group instruction targeted for student growth

Staff Responsible for Monitoring: CPE Admin
Reading teachers and staff tutors
Reading teachers
MTSS

Funding Sources: After school reading tutoring 211- ESEA, Title I, Part A, 6399, \$1,500

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Strategy 5

CPE teachers and staff will provide targeted small-group reading intervention through WIN and Tier 2/3 for the students furthest from Meets--specifically 3rd-grade Special Education (15%), At-Risk (19%), and Economically Disadvantaged (48%) students--with progress monitoring every three weeks.

Strategy's Expected Result/Impact: 3rd-grade Reading Meets rises for each group, narrowing the gap to the campus average and lifting the overall rate toward 60% on the 2027 STAAR Reading Test.

Staff Responsible for Monitoring: CPE Admin Team

- Interventionist
- MTSS
- Learning Coach
- Classroom Teachers
- Reading RTI Instructional Para

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Strategy 6

Using NWEA MAP and district benchmark data, CPE will identify 2nd and 3rd grade students scoring at Approaches but below Meets and provide targeted comprehension and close-reading instruction to move them across the Meets threshold.

Strategy's Expected Result/Impact: An increase in the percentage of students moving from Approaches to Meets in reading on the 2027 STAAR.

Staff Responsible for Monitoring: CPE Admin Team

- Team Leads
- MTSS
- Learning Coach
- Classroom Teachers

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Strategy 7

CPE part-time interventionist will provide Reading accelerated instruction for grades 3-5 during the school day, prioritizing Economically Disadvantaged and identified students, with a focus on comprehension and critical thinking to move students Approaches-Meets-Masters.

Strategy's Expected Result/Impact: Increase in the percentage of students moving up performance levels on the 2027 Reading STAAR, especially in the identified subgroups.

Staff Responsible for Monitoring: CPE Admin Team

Interventionist

MTSS

Classroom Teachers

Funding Sources: Part Time Interventionist 211- ESEA, Title I, Part A, \$38,000

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 8

CPE will provide targeted small-group reading intervention through WIN, Tier 2/3, and HB 1416 for the students furthest from Meets -- 3rd-grade Special Education (15%), At-Risk (19%), and Economically Disadvantaged (48%) -- with progress monitoring every three weeks.

Strategy's Expected Result/Impact: 3rd-grade Reading Meets rises for each group, lifting the overall rate toward 60% on the 2027 STAAR.

Staff Responsible for Monitoring: CPE Admin Team

Interventionist

MTSS

Learning Coach

Classroom Teachers

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Performance Objective 3 High Priority

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

EC-M Goal: The percent of 3rd-grade students who score "meets grade level" or above on STAAR Math will increase from 53% (June 2026) to 60% by June 2027.

Strategy 1

CPE staff will utilize CFA's, district benchmarks, and screeners to track student growth. Through the PLC process, support and training will be provided to campuses focusing on data analysis, increasing intentional interventions, and enrichment to allow students' to reach their highest level of potential. Each PLC will utilize instructional strategies outlined in Midway Mindset with a focus on increasing student engagement.

Strategy's Expected Result/Impact: Growth on 2026-2027 district assessments and benchmarks; a minimum 5% Masters increase on the 2027 Math STAAR

Staff Responsible for Monitoring: Campus Admin Team
Learning Coaches
CPE Team Leads
MTSS Facilitators
Part Time Interventionist

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Strategy 2

CPE math teachers will utilize research-based instructional models (K-5-Guided Math Instructional Model) in all mathematics classrooms.

Strategy's Expected Result/Impact: Evidence will be seen in an increase in math growth scores for LION and STAAR as well as an increase in growth for T-TESS data walkthroughs.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Learning Coach

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Strategy 3

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

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

Staff Responsible for Monitoring: CPE Admin

Learning Coach

MTSS

CPE Team Leads

Classroom Teachers

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Strategy 4

CPE will implement targeted math in class tutoring for students in grades 4-5 to provide enrichment and push students from the "Meets" to "Masters" performance level on the 2027 Math STAAR test. This tutoring program will focus on advanced problem-solving and critical thinking.

Strategy's Expected Result/Impact: Increase in the percentage of students moving from "Meets" to "Masters" on the 2027 STAAR math test by 3%;

Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments;

Regular progress monitoring will show measurable growth in advanced math skills

Reduced class size- smaller student to teacher ratio during tutoring sessions

Staff Responsible for Monitoring: MTSS Facilitator

Hired math tutor 2 days a week for 1.5 hours each day

Classroom teachers

CPE Admin

Learning Coaches

Funding Sources: Math Enrichment Tutoring/School Day 211- ESEA, Title I, Part A, 6399, \$500

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 5

CPE will implement targeted math tutoring for students in grades 3-5 to provide enrichment and push students from the "Approaches" to "Meets" and "Meets" to "Masters" performance level on the 2027 math STAAR test. This after school tutoring program will focus on advanced problem-solving and critical thinking with our economically disadvantaged population of students.

Strategy's Expected Result/Impact: Increase in the percentage of students moving from "Approaches" to "Meets" and "Masters" on the 2027 STAAR math test by 3% each;

Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments;

Regular progress monitoring will show measurable growth in advanced math skills

Small group instruction targeted for student growth

Staff Responsible for Monitoring: CPE Admin

CPE staff tutors 2 days a week

MTSS

Math Teachers

Funding Sources: CPE staff math tutors 211- ESEA, Title I, Part A, 6399, \$2,500

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 6

Lead Measure: Implement Math fluency for grades K-5 to support foundational math fluency, track student progress, and provide targeted interventions either through Amplify or IXL programs.

Strategy's Expected Result/Impact: K-5 students will show measurable growth in math fact fluency by May 2027.

Increased student performance on LION and STAAR math assessments.

Improved growth rates for students in identified sub-populations

Staff Responsible for Monitoring: CPE Admin

MTSS

CPE Team Leads

Classroom Teachers

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Strategy 7

CPE will provide targeted small-group math intervention through WIN, Tier 2/3, and HB 1416 for the students furthest from Meets -- 3rd-grade At-Risk (12%), Special Education (20%), and Economically Disadvantaged (35%) -- using the Guided Math model and progress monitoring every three weeks.

Strategy's Expected Result/Impact: 3rd-grade Math Meets rises for each group, lifting the overall rate toward 60% on the 2027 STAAR.

Staff Responsible for Monitoring: CPE Admin Team

Interventionist

MTSS

Learning Coach

Classroom Teachers

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Performance Objective 4 HB3 Goal

Students will meet or exceed annual targets related to Early Childhood Literacy and Mathematics proficiency (3rd grade) and College, Career, and Military readiness each year over the next five years. (Domain 1 - CCMR - HB3 Overall Goal)

Evaluation Data Source: CCMR accountability criteria

Tracking of CPE progress of growth targets over given period of years

Strategy 1

CCMR Strategy: CPE will embed career education and employability skills into the K-5 curriculum to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities (including high school student led elementary career days, campus tours, Character Traits TEKS, and Leader in Me Curriculum.

Strategy's Expected Result/Impact: All student groups and grade levels will be supported in working to meet CCMR criteria.

Staff Responsible for Monitoring: CPE Admin
Campus Counselors

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Strategy 2

CPE will partner with the Midway High School "Education and Training" program to support high school students pursuing careers in education. Participating students will be paired with mentor teachers and assist in small group instruction, providing real-world classroom experience while supporting academic needs on campus.

Strategy's Expected Result/Impact: High school students will gain hands-on experience in instructional settings, strengthening the educator pipeline. CPE students will benefit from additional small group support, contributing to increased engagement and academic growth.

Staff Responsible for Monitoring: CPE Mentor Teachers
Campus Leadership Team
Midway High School Education Leader

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Performance Objective 5

CPE will ensure the development and implementation of processes and structures designed to increase academic achievement for all students. CPE will achieve a 60% Masters performance district average for the 2026-2027 school year.

(Domain 1 - Student Achievement)

Evaluation Data Source: 2027 STAAR Scores

Strategy 1

CPE will disaggregate and monitor assessment data among student populations in Domain 1 to determine extension activities for students at the MEETS and MASTERY level.

Strategy's Expected Result/Impact: A 5% increase of students at the MASTERY level for the 2027 STAAR.

Staff Responsible for Monitoring: Classroom teachers

Special Education teachers

MTSS

Learning Coaches

Interventionist

CPE Admin

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2

CPE will provide teachers and staff training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 90% approaches on all STAAR assessments.

Strategy's Expected Result/Impact: Increased Domain I performance

Staff Responsible for Monitoring: Campus Administrators

Learning Coaches

Team Leads

MTSS

Interventionist

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Strategy 3

CPE Leadership will provide teachers and staff training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 70% meets on all STAAR assessments.

Strategy's Expected Result/Impact: Increased Domain I performance

Staff Responsible for Monitoring: Campus Administrators

Learning Coaches
Team Leads
Teachers
Interventionist
MTSS

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

CPE Leadership will provide teachers and staff training to transform assessment practices into an integrated, cohesive system that provides an effective measurement practice to meet student learning goals.

Strategy's Expected Result/Impact: A 5% increase in the number of students who are MASTERS on the state assessment in May 2027.

Staff Responsible for Monitoring: CPE ADMIN

Learning Coaches
MTSS
Team Leads
Classroom Teachers

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Strategy 5

CPE will hold vertical alignment meetings with team leads three times per year (BOY, MOY, and EOY) during the school day to review PreK-5 curriculum coherence, analyze grade-to-grade data (MAP, LION, STAAR), and coordinate campus instructional planning.

Strategy's Expected Result/Impact: Stronger PreK-5 instructional alignment and shared ownership of student growth progress across grade levels; action steps captured in vertical alignment notes and reflected in PLC planning; increased growth on MAP, LION, and STAAR tests for the 2026-2027 school year.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Team Leads
Learning Coach
MTSS

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Performance Objective 6

Chapel Park will achieve an "A" rating in Domain 3 on the 2027 STAAR Test.
(Domain 3 - Closing the Gaps)

Evaluation Data Source: TEA Accountability

Strategy 1

CPE will provide accountability training on Domain 3, specifically addressing economically disadvantaged students, to ALL teachers (including those considered "non tested") and administrators.

Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. All students receiving accelerated instruction will meet or exceed the minimum passing standard for STAAR; Increase in HB1416 achievement growth points improving the rating score.

Staff Responsible for Monitoring: CPE Admin Team
Teachers
Interventionist
MTSS

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Strategy 2

CPE will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2026-27 school year.

Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR.

Staff Responsible for Monitoring: CPE Admin Team
Part Time Interventionist
MTSS Facilitator

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Strategy 3

CPE will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress as well as intervention and extension activities.

Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3.

Staff Responsible for Monitoring: PLC teams
MTSS
Learning Coaches
Interventionist
CPE Admin

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Strategy 4

Emergent Bilingual (EB) students will be supported through targeted instruction provided by classroom teachers. Staff will integrate ELPS language support strategies into daily reading and content-area instruction to promote academic growth and increase the percentage of EB students meeting expected English language proficiency gains on TELPAS.

Strategy's Expected Result/Impact: EB students will maintain or exceed growth measures from BOY to EOY;
TELPAS and STAAR 2027 EB scores will increase.

Staff Responsible for Monitoring: CPE Admin Team
Learning Coaches
MTSS
Classroom Teachers

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Strategy 5

CPE teachers will incorporate the Midway Mindset research-based strategies in all lessons to increase the academic progress for all students.

Strategy's Expected Result/Impact: All students will have access to high-quality lessons.

Staff Responsible for Monitoring: Learning Coaches

CPE Admin

Team Leads

PLCs

MTSS

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Performance Objective 7

CAMPUS WIG: 100% of students will show measurable growth in writing on the grade-level district writing rubric by May 2027, as demonstrated through monthly writing samples and tracked in their student portfolios.

Evaluation Data Source: 2027 STAAR Scores

TEA Accountability

Strategy 1

Lead Measure: PLC teams will engage in ongoing professional learning and collaborative data analysis to identify students in need of early writing intervention. Grade-level teams will use this data to develop and implement targeted instructional strategies, monitor progress, and adjust instruction to ensure academic growth for all students.

Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2026-2027 school year.

Staff Responsible for Monitoring: PLC Teams

MTSS

CPE Admin

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 2

Lead Measure: All CPE professional staff will implement vertically aligned constructed response strategies to support writing development across all grade levels. K-2 teachers will use the SCR strategy (Answer the question, Prove the answer), and grades 3-5 will implement the ECR strategy (IRACES-Restate, Answer, Cite, Explain, Sum up) to strengthen student writing and alignment to STAAR expectations.

Strategy's Expected Result/Impact: Teachers will consistently implement the AP strategy in K-2 and the IRACES strategy in 3-5 for all constructed response tasks. Students will demonstrate increased proficiency in writing, as reflected by rubric score improvement across grade levels and increased clarity, organization, and textual evidence in student responses.

Staff Responsible for Monitoring: All Professional Staff, CPE Leadership Team

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Strategy 3

Lead Measure: All CPE professional staff will collect monthly student writing samples and collaboratively score them using grade level rubrics. Teachers will engage in calibration and use the scoring guides to ensure consistency and reliability in scoring across grade levels.

Strategy's Expected Result/Impact: Grade-level PLCs will analyze student writing data monthly to adjust instruction. Targeted reteach plans and small group interventions will be implemented. As a result, students will demonstrate individual growth in identified weak areas, contributing to increased rubric scores and improved STAAR constructed response outcomes.

Staff Responsible for Monitoring: All Professional Staff, CPE Leadership Team

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Strategy 4

Lead Measure: All CPE staff will support student goal setting and progress monitoring by maintaining a public grade-level WIG scoreboard and guiding students in tracking their individual writing growth in their Leadership Portfolios using rubric data.

Strategy's Expected Result/Impact: All grade levels will maintain a public WIG scoreboard, and all students will track their writing progress in their Leadership Portfolio. Student ownership and engagement in writing will increase. Campus-wide, students will demonstrate goal-setting behavior and consistent writing growth, as reflected in rubric data and student artifacts.

Staff Responsible for Monitoring: All Professional Staff, CPE Leadership Team

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Strategy 5

Students who meet quarterly growth goals will be recognized through public celebrations such as announcements and grade-level events, as well as material incentives like certificates, writing supplies, and tokens of achievement to reinforce motivation and progress.

Strategy's Expected Result/Impact: Measurable growth on the district writing rubric, improved writing quality and goal ownership observed through student portfolios, and quarterly progress data.

Staff Responsible for Monitoring: CPE Leadership Team
All CPE staff

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 8

CPE Science achievement percentages will be at least 85% at the Approaches level, 50% at the Meets Level, and 30% at the Masters Level on the 2027 STAAR Science Test.

Evaluation Data Source: STAAR Science 2027 Results

Strategy 1

Implement science curriculum with fidelity, ensuring continuous monitoring of student progress and boost STAAR science achievement percentages.

Strategy's Expected Result/Impact: Grade level lesson plans;
progress monitoring;
vertical alignment as a campus;
foundational and readiness skills as a campus in K-5

Staff Responsible for Monitoring: CPE Admin

Learning Coaches

MTSS Facilitator

Classroom Science Teacher

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Strategy 2

Utilize grade-level SAVVAS Science Kit supplies to support the implementation of the new K-5 science curriculum adoption. These kits offer hands-on, inquiry-based learning opportunities that align with TEKS and promote student engagement, exploration, and critical thinking.

Strategy's Expected Result/Impact: We expect to see improved student performance on May 2027 STAAR and science assessments, increased interest in STEM-related topics, and greater confidence in applying scientific thinking across content areas.

Staff Responsible for Monitoring: CPE Admin Team

CPE Science Teachers, PK-5th

Funding Sources: SAVVAS Kits- Replace Lab Supplies 211- ESEA, Title I, Part A, 6399, \$525

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Strategy 3

Provide an after-school Science Camp for 5th-grade targeted student groups to strengthen science content knowledge, address learning gaps, and increase performance at the Meets and Masters levels on the STAAR Science assessment.

Strategy's Expected Result/Impact: The CAMP will provide targeted, TEKS-aligned instruction focusing on high-impact science concepts and test-taking strategies to targeted group.

The goal is to increase the percentage of students achieving Meets and Masters levels,

Staff Responsible for Monitoring: CPE Admin

5th Grade Team

MTSS

Learning Coaches

Classroom Science Teachers

Funding Sources: 5th Grade Science Camp- Supplies 211- ESEA, Title I, Part A, 6399, \$200, 5th Grade Science Camp- Staff Hourly Rate 211- ESEA, Title I, Part A, 6399, \$200

Title I: 2.5.1, 2.5.2, 2.5.3

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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: CPE students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.

Evaluation Data Source: Increase the Spring 2027 Leader in Me MRA overall survey score from 82% to 85%.

Strategy 1

Lead Measure: CPE 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 point in the Student Leadership category from an 82 to an 85.

Maintain or exceed an average of 4 WT's on SEL walkthrough reports.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Classroom Teachers

Teaching and Learning Department

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Strategy 2

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

Strategy's Expected Result/Impact: Increase the spring 2027 MRA survey for Leader in Me by at least 3 percent in the Leadership category, moving from 81% to 84%.

Maintain or exceed an average of 4 WT's on SEL walkthrough reports.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
CPE Lighthouse Coordinators
Classroom teachers
Teaching and Learning Department

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Strategy 3

Instructional staff will receive training and ongoing coaching in the implementation of 7 Habits of Highly Effective People, and Core 3 of LiM.

Strategy's Expected Result/Impact: CPE Spring 2027 MRA Average increase from 82% to 85%..
CPE Professional Learning Survey feedback on readiness and support related to LiM implementation.

Staff Responsible for Monitoring: Principal
Assistant Principal
CPE Lighthouse Coordinators
Classroom teachers
Teaching and Learning Dept
District Learning Coach

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Strategy 4

By May 2027, Chapel Park Elementary will increase our MRA Student Leadership score from 78% to 80% through intentional leadership instruction, student ownership, and authentic leadership opportunities for every child.

Strategy's Expected Result/Impact: MRA 2027 Data; Leader in Me Tracker Success

Staff Responsible for Monitoring: Principal
Assistant Principal
CPE Lighthouse Coordinators
Classroom teachers
Teaching and Learning Dept
District Learning Coach

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Performance Objective 2

Provide influential role models through the recruitment, retention, and support of highly qualified faculty and staff.

Evaluation Data Source: District Survey 2027

MRA 2027

Campus Teacher Turnover Rate

Strategy 1

Recruitment and retention efforts focused on employee incentives such as National Board Certification and Teacher Incentive Allotment will help improve the teacher turnover rate by 5%.

Strategy's Expected Result/Impact: CPE will continue to retain teachers for the 2026-2027 school year by increasing percentage of TIA and National board teachers.

Staff Responsible for Monitoring: Principal
Assistant Principal

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Strategy 2

Recruitment and retention efforts will focus on developing a strong Teacher Residency program through partnership with Baylor University's Educator Preparation Program. Funding from the Texas Strategic Staffing Grant and PREP Residency initiative will support these efforts.

Strategy's Expected Result/Impact: Provide for residency placements with a goal of retaining 50% or more of those residents as first year teachers in 2027-2028.

Staff Responsible for Monitoring: CPE Admin Team
Campus Baylor Mentor Leader
Assistant Superintendent for HR

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Strategy 3

Provide professional growth opportunities for instructional staff through meaningful leadership

roles, including presenting at district and campus levels, Back to School Summit, being a member of Midway Teacher Leader Academy, as well as leading and serving on district and campus level committees.

Strategy's Expected Result/Impact: CPE will increase from an 86% to 89% in the Culture category on the Spring 2027 MRA data, as well as positive feedback from the professional learning survey.

Staff Responsible for Monitoring: CPE Admin
CPE Lighthouse Teams

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Performance Objective 3  **High Priority**

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
Teacher Led PD Sessions

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 leadership, Learning Coach 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: CPE Admin Team
Assistant Principal
Learning Coaches
Behavior Coach

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Strategy 2

Utilize our district Learning Coach 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: CPE Admin
Learning Coach
Behavior Coach

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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.

CPE 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. Campuses 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: Principal
Assistant Principal
Coordinator of Mentor & Induction
Campus Mentor Coordinators
PREP Mentor Design Team
Learning Coach

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Strategy 4

CPE Teacher-Led professional learning opportunities will be presented monthly to give teachers and staff choice in their professional growth.

Strategy's Expected Result/Impact: Teacher/team leadership goals met to impact school-wide growth scores;
Leadership opportunities for all staff members

Staff Responsible for Monitoring: CPE Admin Team
Team Leads
Learning Coach

Funding Sources: Teacher-Led Professional Development 211- ESEA, Title I, Part A, 6399, \$200

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 4

Increase the number of teachers who obtain TIA and National Board designations to enhance faculty leadership and high quality classroom instruction that will result in student growth.

Evaluation Data Source: T-Tess Goal Setting;
Revisiting goals setting MOY and EOY;
T-Tess Walk Through Data;
Professional development in areas of growth needed;
Reduced HB1416 hours needed by students;
Increase in overall campus STAAR results in Meets and Masters.

Strategy 1

Focus PLC meetings on NWEA MAP and LION growth to support teachers in achieving TIA designation.

Strategy's Expected Result/Impact: Accountability measures will ensure teachers achieve targeted T-Tess and MAP/LION growth;
Increased Meets and Masters in overall campus STAAR Results.

Staff Responsible for Monitoring: CPE Admin Team
Learning Coaches
MTSS

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Strategy 2

Conduct T-TESS Goal Setting check-ins at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Additionally, analyze walkthrough data with classroom teachers to identify areas for growth and incorporate targeted professional development and

coaching.

Strategy's Expected Result/Impact: Teachers will demonstrate continuous growth throughout the year;;
informed by regular T-TESS check-ins and data-driven feedback;
Professional development and coaching will be tailored to address specific needs identified through walkthrough data;
Improved instructional practices.

Staff Responsible for Monitoring: Principal/Assistant Principal
Learning Coaches

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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 program is built into the yearly schedule for students at Chapel Park Elementary. Conduct student climate surveys and the Leader in Me Measurable Results Assessment (MRA) in grades 3-5 as 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;
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, e.g., Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior 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: Improved MTSS/Rtl processes for behavior
A 5% decrease in the number of discipline incidents.
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: Asst. Supt. Adm. Services
Principal
Assistant Principal
Counselor
Behavior Coach
Threat assessment teams
MTSS Coordinator
Support Services

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Strategy 2

CPE 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 2027 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 by 5%

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
LiM Coordinators
Teaching and Learning Department

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Strategy 3

Partner with local universities to utilize social work and LPC interns, MHS PALS, community church mentors, and community resources to support the social emotional needs of students and families.

Strategy's Expected Result/Impact: Referral system to monitor requests for supports and follow-through with connection to services
Increased opportunities for students/families to receive school-based supports

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
LiM Coordinators

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Strategy 4

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 parent/guardians throughout the implementation of the MISD System for MTSS/RTI processes for behavior for the student.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Behavior Coach
MTSS Coordinator
Support Services

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Performance Objective 2

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

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

Strategy 1

All CPE classroom teachers will 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 by 5%.
Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks.

Staff Responsible for Monitoring: Principal
Assistant Principal
Behavior Coach
MTSS Facilitator
Campus Behavior Coach

Funding Sources: Behavior Coach 211- ESEA, Title I, Part A, \$69,000

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 2

All CPE 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 by 5%
Decrease the number of physical restraints by 5%.
Decrease the number of Tier 3 behavior students by 2%.
Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Behavior Coach
MTSS Facilitator

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Strategy 3

All CPE 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: Principal
Assistant Principal
Counselor
MTSS
Behavior Coach

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Performance Objective 3

By the end of the 2026-2027 school year, CPE will enhance school safety measures, 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 Safety Specialists and campus administration will coordinate school safety for CPE including protocols, training, drills, and compliance and provide support at after hours events.

Strategy's Expected Result/Impact: Consistency in safety protocols.

Increased security presence.

Additional administrative support at the campus level for all drill coordination and ongoing campus security checks.

CPE will have functioning and weekly audited locked exterior doors

CPE will conduct proper visitor admission protocol

CPE will pass the State Intruder Safety Audit

Increased preparedness for students and staff

Opportunities to refine safety protocols and procedures

Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services

MISD Chief of Police

Campus Principal

Campus Assistant Principals

Campus Safety Specialists

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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: CPE Admin

Counselor

Director of Support Services

Asst. Supt. Adm. Services

SHAC

Social workers

Director of Communications

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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 the number of students assigned to DAEP by 5%

Reduce behavior incidents by 5%

Restorative behavior and transition plans

Character Education lessons with DAEP students

Staff Responsible for Monitoring: MTSS Coordinator

Behavior Coach

Counselors

Campus administration

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Strategy 4

Train teachers and staff annually on grief and trauma informed care and positive behavior interventions and support. Provide community resources and include information in VIP nights. Provide annual training on the district-wide suicide risk screener, the Columbia-Suicide Severity Rating Scale (C-SSRS), to all counselors, social workers, and school psychologists. Follow procedures for parental notification of suicidal ideation and a connection to community resources and supports.

Strategy's Expected Result/Impact: Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies

Appropriate disciplinary approaches

MTSS Behavior Response and Intervention

Connection to support and resources

Staff Responsible for Monitoring: Behavior Coach

Campus Administration

Campus Counselor

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Strategy 5

Campus administrators and counselor 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 6

Ensure CPE staff have a firm stance against dating violence and sexual harassment and maltreatment of children. Staff participate in required compliance training addressing these issues.

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 admin

Counselor

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Strategy 7

Provide Emergency Operations training for all staff to ensure a safe, secure environment.

Strategy's Expected Result/Impact: Increased safety and security awareness compliance with all applicable safety laws and policies.

Staff Responsible for Monitoring: Campus Safety Specialist

Campus admin

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Strategy 8

Conduct ongoing campus safety audits and required safety drills throughout the 2026-2027 school year as required by law to ensure all facilities are secure and required practices are in place.

Strategy's Expected Result/Impact: Weekly Audited Locked exterior door checks
Visitor Admissions protocol
Pass State Intruder Safety Audit
Increased preparedness for students and staff
Opportunities to refine safety protocols and procedures.

Staff Responsible for Monitoring: Campus Safety Specialist
Campus admin

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Performance Objective 4 HB3 Goal

CPE employees who interact with students will be trained in Youth Mental Health First Aid. The District will partner with the Local Mental Health Authority to meet the training requirements. Additionally, District employees will become official trainers of YMHFA to increase training opportunities throughout the school year and summer.

Evaluation Data Source: Professional Development records
Course Completion Certificates from YMHFA

Strategy 1

MISD will partner with ESC Region 12 and LMHA to offer the YMHFA trainings throughout the year.

Strategy's Expected Result/Impact: At least 30% of CPE staff will be trained by the end of the 26-27 school year.

Staff Responsible for Monitoring: Director of Support Services
Campus Administrators

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Performance Objective 5

To equip future-ready leaders, CPE will cultivate innovative teaching and learning practices by prioritizing instruction that promotes effective communication, collaboration, creativity, critical thinking, and digital citizenship skills.

Evaluation Data Source: Classroom observations/walkthroughs
Professional Learning end-of-year survey
Professional Learning Platform
Instructional Platform Lesson Data
Apple Learning Survey

Strategy 1

Utilize Learning Coach to deliver professional learning opportunities that promote best practice instruction including effective communication, collaboration, creativity, critical thinking, and digital citizenship skills.

Strategy's Expected Result/Impact: An increase in teachers' scores for Domain 2 in the TTESS data walk and formal observation.
Increased Elements of Frequency scores on the Apple Education Survey.

Staff Responsible for Monitoring: Learning Coach
Campus Administration

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Strategy 2

Increase opportunities for students to develop digital literacy and digital citizenship competencies.

Strategy's Expected Result/Impact: Increased score in the student product frequency in Apple Technology Learning Survey.
Increased TTESS scores in 2.2.

Staff Responsible for Monitoring: Director of Professional Learning
Campus Administration

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Performance Objective 6

Strengthen the partnership between CPE and our community through continuous communication and family events.

Evaluation Data Source: MRA Family Survey increase by 3%.

Strategy 1

Strengthen the partnership between CPE and our community by hosting STREAM Night, an interactive family event centered around Science, Technology, Reading, Engineering, Art, and Music.

Strategy's Expected Result/Impact: MRA Family Survey increase

Pre and Post Survey

Sign In sheets for attendance

Staff Responsible for Monitoring: CPE admin

STREAM Lead

Classroom Teachers

Funding Sources: STREAM- Brick Lego Truck- Family Engagement 211- ESEA, Title I, Part A, 6399, \$1,125, STREAM- Austin Reptile Company- Family Engagement 211- ESEA, Title I, Part A, 6399, \$700, STREAM- Supplies- Family Engagement 211- ESEA, Title I, Part A, 3699, \$500

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 2

Enhance campus, parent and teacher communication to build a stronger, more connected school community by increasing the frequency and effectiveness of communication by 10% by the end of the 2026-2027 school year.

Strategy's Expected Result/Impact: Parent Square Posts and Messages

MRA Family Survey

Pre and Post Surveys

Parent/Teacher conferences

Weekly newsletters

Campus monthly newsletters

Parent Safety Surveys

Social Media

PTA Meetings

Staff Responsible for Monitoring: Campus admin

Classroom Teachers

Funding Sources: Parent Square Platform Fee 211- ESEA, Title I, Part A, 6399, \$2,250

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Strategy 3

Foster a strong partnership between Chapel Park Elementary and the community by hosting Art

Night, where families can celebrate student artwork, experience art instruction, collaborate on meaningful exhibits for display, and create art together, promoting family engagement and a vibrant school culture.

Strategy's Expected Result/Impact: MRA end-of-the-year survey
Pre-post family survey
Art Night Sign In Sheet

Staff Responsible for Monitoring: Campus admin
Art Teacher

Funding Sources: Art Night Supplies - Family Engagement 211- ESEA, Title I, Part A, 6399, \$500

Title I: 2.5.1, 2.5.2, 2.5.3

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