

Coppell Independent School District



Richard J. Lee Elementary

2026-2027 Campus Improvement Plan

Mission Statement

CISD Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

CISD Core Values

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

Value Statement

We empower learners to positively impact the world by designing learning experiences that promote relationships, risk-taking, and collaboration in a flexible environment.

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Lee Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. In the 2025-26 school year, total enrollment was 710 which represents an increase of 8.4% from the prior year (+55 total learners).

In 2025-26, the student population was 85.5% Asian, 5.4% White, 3.4% Hispanic, 3.5% African American, 0.3% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 1.8% multi-racial. Females made up 49.9% of the learners and males represented 50.1%. Our economically disadvantaged percentage was 4.4%.

Our Emergent Bilingual (EB) population consisted of 344 learners that made up 48.5% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (45.3%), Tamil (15.4%), Hindi (11.6%), Gujarati (4.9%), and Marathi (4.1%). Additionally, 2% of our EBs were also economically disadvantaged.

Our 52 gifted and talented learners constituted 7.3% of our population. Our gender split in the GT group was 25% female and 75% male. Of the four major ethnic groups, our GT learners were 84.6% Asian, 11.5% White, 0% Hispanic and 3.8% African American.

We had 60 learners that qualified for special education services, which represented 8.5% of our population. There were 8 learners with 504 accommodations, which was 1.1% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 96.7%, which increased by 0.2% from the prior year.

STAFFING

Lee Elementary employed 48 educators and 11 instructional aides in the 2025–26 school year. The number of teachers increased by 2 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 16.7% Asian, 56.3% White, 20.8% Hispanic and 4.2% multi-racial. Females made up 95.8% of the educators and males represented 4.2%.

Overall, our educators had a varied level of professional experience: 4.2% (2) were new to teaching with 0-1 years of experience, 31.3% (15) had 2-5 years, 25% (12) had 6-10 years, 14.6% (7) had 11-15 years, 18.8% (9) had 16-20 years, and 6.3% (3) had more than 20 years. Looking at longevity within the district, 18.8% of our teachers had 0-1 years in district, 45.8% had 2-5 years, 16.7% had 6-10 years, 16.7% had 11-15 years and 2.1% had more than 20 years. The average years of professional experience was 10.4 with 5.1 years in the district.

Advanced degrees were held by 39.5% of our teachers: 19 with master's degrees and 0 with doctorates. Our campus principal had 30 years of career experience in a professional position (not necessarily as a principal) and 27 years in Coppell. Our assistant principal had 24 years of professional experience and 4 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 87%. For educational aides it was 63.6%. We hired 8 new teachers in 2025-26. The characteristics of our new teachers were as follows: 37.5% White, 62.5% Hispanic, 100% female, 12.5% new to teaching, 25% with 2-5 years of professional experience, 25% with 6-10 years, 12.5% with 11-15 years, 25% with 16-20 years and 16.7% new to the campus. The average years of professional experience was 8.5 with 1.5 years in the district. 25% of our new teachers had advanced degrees.

Strengths

Student Demographic Strengths

- **Cultural & Linguistic Diversity**
With 85.5% Asian learners and more than five primary home languages spoken (Telugu, Tamil, Hindi, Gujarati, Marathi), Lee has a richly diverse student body. This supports global awareness, cultural competency, and opportunities for multilingual programming.
- **Emergent Bilingual Learners as an Asset**
48.5% of students are Emergent Bilingual (EB), a strength that enriches the learning environment with multiple perspectives. The majority come from strong language communities that can be leveraged for peer learning, language development, and family engagement.
- **Improving Average Daily Attendance**
Average Daily Attendance (ADA) rose to 96.7%, an increase of 0.2 percentage points from the prior year. Consistent attendance reflects strong family engagement, trust in the school, and a safe, welcoming environment.
- **Gifted & Talented Identification**
7.3% of students are identified as GT, demonstrating Lee's continued commitment to identifying advanced learners and providing opportunities for challenge and enrichment.

Staff Demographic Strengths

- **High Retention & Stability**
With an 87% teacher retention rate from 2024–25 to 2025–26, Lee continues to benefit from staffing continuity and established relationships across the campus.
- **Experienced Educators**
Lee educators averaged 10.4 years of professional experience, with a mix of early-career and veteran staff contributing both fresh perspectives and established expertise.
- **Advanced Degrees**
39.5% of teachers held master's degrees, reflecting continued professional learning and advanced expertise among the teaching staff.
- **Diverse Hiring Practices**
Lee hired 8 new teachers in 2025–26. New hires brought a range of professional experience to the campus, and 25% held advanced degrees.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	There is a need to focus on the areas in the district identified with significant dis-proportionality.	Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs. Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.
2	Although Lee maintained a strong overall attendance rate of 96.7% in 2025-26, chronic absenteeism was disproportionately concentrated in the primary grades, particularly Kindergarten and 1st grade.	Kindergarten and 1st grade learners accounted for 48% of all chronically absent learners in 2025-26, with Kindergarten having the highest number. Continued early communication, monitoring, family partnership, and targeted interventions are needed to establish consistent attendance patterns in the primary grades.

 = Priority

Student Learning

Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 25-26 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 25 to Spring 26. Click [HERE](#) for an explanation if needed.

	0326 TELPAS Kindergarten	0326 TELPAS Grade 1	0326 TELPAS Grade 2	0326 TELPAS Grade 3	0326 TELPAS Grade 4	0326 TELPAS Grade 5
Richard J. Lee Elementary						
Total Students	67	74	55	55	60	34
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	20%	77.14%	32.56%	48.84%	25.93%
1 Level Higher	-	72.73%	22.86%	62.79%	48.84%	74.07%
2 Levels Higher	-	7.27%	0%	4.65%	2.33%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.7	3.19	2.67	3.15	3.11	3.4
No Rating	0%	0%	0%	0%	0%	0%
Beginning	8.96%	1.35%	5.45%	0%	1.67%	2.94%
Intermediate	26.87%	14.86%	29.09%	12.73%	15%	0%
Advanced	41.79%	39.19%	56.36%	58.18%	48.33%	35.29%
Advanced High	22.39%	44.59%	9.09%	29.09%	35%	61.76%
Listening Raw Score	0	0	19.73	21.96	20.27	21.74
Listening Scale Score	0	0	1602.33	1622.91	1575.38	1601.21
Speaking Raw Score	0	0	25.22	27.47	27.58	28.26
Speaking Scale Score	0	0	1524.18	1544.95	1571.82	1586.09
Writing Raw Score	0	0	13.25	18.76	28.17	31.26
Writing Scale Score	0	0	1504.71	1515.85	1534.83	1567.26
Reading Raw Score	0	0	15.87	22.56	24.53	27.32
Reading Scale Score	0	0	1505.6	1586.82	1612.1	1646.68
Economic Disadvantage						

Total Students	2	3	1	-	1	-
Date Taken	03/01/26	03/01/26	03/01/26	-	03/01/26	-
Lower/Same Level	-	66.67%	0%	-	100%	-
1 Level Higher	-	33.33%	100%	-	0%	-
2 Levels Higher	-	0%	0%	-	0%	-
3 Levels Higher	-	0%	0%	-	0%	-
TELPAS Composite Score	2.65	2.77	2.8	-	3.3	-
No Rating	0%	0%	0%	-	0%	-
Beginning	0%	0%	0%	-	0%	-
Intermediate	50%	33.33%	0%	-	0%	-
Advanced	50%	33.33%	100%	-	100%	-
Advanced High	0%	33.33%	0%	-	0%	-
Listening Raw Score	0	0	21	-	23	-
Listening Scale Score	0	0	1611	-	1609	-
Speaking Raw Score	0	0	27	-	26	-
Speaking Scale Score	0	0	1549	-	1532	-
Writing Raw Score	0	0	14	-	32	-
Writing Scale Score	0	0	1514	-	1572	-
Reading Raw Score	0	0	12	-	24	-
Reading Scale Score	0	0	1466	-	1589	-
American Indian/Alaskan Native						
Total Students	1	-	-	-	-	-
Date Taken	03/01/26	-	-	-	-	-
Lower/Same Level	-	-	-	-	-	-
1 Level Higher	-	-	-	-	-	-
2 Levels Higher	-	-	-	-	-	-
3 Levels Higher	-	-	-	-	-	-
TELPAS Composite Score	2.5	-	-	-	-	-
No Rating	0%	-	-	-	-	-
Beginning	0%	-	-	-	-	-
Intermediate	0%	-	-	-	-	-
Advanced	100%	-	-	-	-	-
Advanced High	0%	-	-	-	-	-
Listening Raw Score	0	-	-	-	-	-
Listening Scale Score	0	-	-	-	-	-
Speaking Raw Score	0	-	-	-	-	-

Speaking Scale Score	0	-	-	-	-	-
Writing Raw Score	0	-	-	-	-	-
Writing Scale Score	0	-	-	-	-	-
Reading Raw Score	0	-	-	-	-	-
Reading Scale Score	0	-	-	-	-	-
Asian						
Total Students	60	67	53	51	59	33
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	19.61%	75.76%	28.21%	48.84%	23.08%
1 Level Higher	-	72.55%	24.24%	66.67%	48.84%	76.92%
2 Levels Higher	-	7.84%	0%	5.13%	2.33%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.69	3.23	2.71	3.16	3.12	3.41
No Rating	0%	0%	0%	0%	0%	0%
Beginning	10%	1.49%	3.77%	0%	1.69%	3.03%
Intermediate	25%	11.94%	28.30%	9.80%	15.25%	0%
Advanced	43.33%	40.30%	58.49%	58.82%	47.46%	33.33%
Advanced High	21.67%	46.27%	9.43%	31.37%	35.59%	63.64%
Listening Raw Score	0	0	20.09	21.92	20.31	21.76
Listening Scale Score	0	0	1607.57	1620.12	1576.08	1602.03
Speaking Raw Score	0	0	25.7	27.43	27.58	28.33
Speaking Scale Score	0	0	1532.17	1542.49	1571.69	1587.73
Writing Raw Score	0	0	13.45	18.92	28.25	31.52
Writing Scale Score	0	0	1507.74	1518.41	1535.49	1569.42
Reading Raw Score	0	0	16.15	22.8	24.58	27.36
Reading Scale Score	0	0	1508.49	1590.2	1612.9	1647.64
Black/African American						
Total Students	-	2	2	-	-	-
Date Taken	-	03/01/26	03/01/26	-	-	-
Lower/Same Level	-	-	100%	-	-	-
1 Level Higher	-	-	0%	-	-	-
2 Levels Higher	-	-	0%	-	-	-
3 Levels Higher	-	-	0%	-	-	-
TELPAS Composite Score	-	2.3	1.4	-	-	-
No Rating	-	0%	0%	-	-	-

Beginning	-	0%	50%	-	-	-
Intermediate	-	100%	50%	-	-	-
Advanced	-	0%	0%	-	-	-
Advanced High	-	0%	0%	-	-	-
Listening Raw Score	-	0	10	-	-	-
Listening Scale Score	-	0	1463.5	-	-	-
Speaking Raw Score	-	0	12.5	-	-	-
Speaking Scale Score	-	0	1312.5	-	-	-
Writing Raw Score	-	0	8	-	-	-
Writing Scale Score	-	0	1424.5	-	-	-
Reading Raw Score	-	0	8.5	-	-	-
Reading Scale Score	-	0	1429	-	-	-
Hispanic						
Total Students	1	2	-	-	1	-
Date Taken	03/01/26	03/01/26	-	-	03/01/26	-
Lower/Same Level	-	100%	-	-	-	-
1 Level Higher	-	0%	-	-	-	-
2 Levels Higher	-	0%	-	-	-	-
3 Levels Higher	-	0%	-	-	-	-
TELPAS Composite Score	3	2.4	-	-	2.8	-
No Rating	0%	0%	-	-	0%	-
Beginning	0%	0%	-	-	0%	-
Intermediate	0%	50%	-	-	0%	-
Advanced	100%	50%	-	-	100%	-
Advanced High	0%	0%	-	-	0%	-
Listening Raw Score	0	0	-	-	18	-
Listening Scale Score	0	0	-	-	1534	-
Speaking Raw Score	0	0	-	-	28	-
Speaking Scale Score	0	0	-	-	1579	-
Writing Raw Score	0	0	-	-	23	-
Writing Scale Score	0	0	-	-	1496	-
Reading Raw Score	0	0	-	-	22	-
Reading Scale Score	0	0	-	-	1565	-
Two or More Races						
Total Students	2	-	-	2	-	1

Date Taken	03/01/26	-	-	03/01/26	-	03/01/26
Lower/Same Level	-	-	-	100%	-	100%
1 Level Higher	-	-	-	0%	-	0%
2 Levels Higher	-	-	-	0%	-	0%
3 Levels Higher	-	-	-	0%	-	0%
TELPAS Composite Score	2.9	-	-	3	-	3
No Rating	0%	-	-	0%	-	0%
Beginning	0%	-	-	0%	-	0%
Intermediate	50%	-	-	50%	-	0%
Advanced	0%	-	-	50%	-	100%
Advanced High	50%	-	-	0%	-	0%
Listening Raw Score	0	-	-	21.5	-	21
Listening Scale Score	0	-	-	1655.5	-	1574
Speaking Raw Score	0	-	-	32.5	-	26
Speaking Scale Score	0	-	-	1663	-	1532
Writing Raw Score	0	-	-	15	-	23
Writing Scale Score	0	-	-	1457	-	1496
Reading Raw Score	0	-	-	19	-	26
Reading Scale Score	0	-	-	1540	-	1615
White						
Total Students	3	3	-	2	-	-
Date Taken	03/01/26	03/01/26	-	03/01/26	-	-
Lower/Same Level	-	0%	-	50%	-	-
1 Level Higher	-	100%	-	50%	-	-
2 Levels Higher	-	0%	-	0%	-	-
3 Levels Higher	-	0%	-	0%	-	-
TELPAS Composite Score	2.6	3.5	-	2.9	-	-
No Rating	0%	0%	-	0%	-	-
Beginning	0%	0%	-	0%	-	-
Intermediate	66.67%	0%	-	50%	-	-
Advanced	0%	33.33%	-	50%	-	-
Advanced High	33.33%	66.67%	-	0%	-	-
Listening Raw Score	0	0	-	23.5	-	-
Listening Scale Score	0	0	-	1661.5	-	-
Speaking Raw Score	0	0	-	23.5	-	-
Speaking Scale Score	0	0	-	1489.5	-	-

Writing Raw Score	0	0	-	18.5	-	-
Writing Scale Score	0	0	-	1509.5	-	-
Reading Raw Score	0	0	-	20	-	-
Reading Scale Score	0	0	-	1547.5	-	-
Currently Emergent Bilingual						
Total Students	67	74	54	55	60	34
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	20%	76.47%	32.56%	48.84%	25.93%
1 Level Higher	-	72.73%	23.53%	62.79%	48.84%	74.07%
2 Levels Higher	-	7.27%	0%	4.65%	2.33%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.7	3.19	2.67	3.15	3.11	3.4
No Rating	0%	0%	0%	0%	0%	0%
Beginning	8.96%	1.35%	5.56%	0%	1.67%	2.94%
Intermediate	26.87%	14.86%	29.63%	12.73%	15%	0%
Advanced	41.79%	39.19%	55.56%	58.18%	48.33%	35.29%
Advanced High	22.39%	44.59%	9.26%	29.09%	35%	61.76%
Listening Raw Score	0	0	19.72	21.96	20.27	21.74
Listening Scale Score	0	0	1602.46	1622.91	1575.38	1601.21
Speaking Raw Score	0	0	25.2	27.47	27.58	28.26
Speaking Scale Score	0	0	1524.07	1544.95	1571.82	1586.09
Writing Raw Score	0	0	13.26	18.76	28.17	31.26
Writing Scale Score	0	0	1504.76	1515.85	1534.83	1567.26
Reading Raw Score	0	0	15.87	22.56	24.53	27.32
Reading Scale Score	0	0	1505.63	1586.82	1612.1	1646.68
Special Ed Indicator						
Total Students	3	4	4	11	4	1
Date Taken	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	100%	100%	50%	33.33%	0%
1 Level Higher	-	0%	0%	50%	66.67%	100%
2 Levels Higher	-	0%	0%	0%	0%	0%
3 Levels Higher	-	0%	0%	0%	0%	0%
TELPAS Composite Score	2.93	1.78	1.45	2.57	2.35	2.8
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	25%	50%	0%	25%	0%
Intermediate	33.33%	50%	50%	45.45%	25%	0%

Advanced	33.33%	25%	0%	54.55%	25%	100%
Advanced High	33.33%	0%	0%	0%	25%	0%
Listening Raw Score	0	0	11	18.09	15.5	14
Listening Scale Score	0	0	1475	1457.91	1518	1489
Speaking Raw Score	0	0	13.25	23.55	26	27
Speaking Scale Score	0	0	1322.25	1393.73	1555	1551
Writing Raw Score	0	0	8	14.91	19.25	27
Writing Scale Score	0	0	1424.5	1454.91	1421.75	1532
Reading Raw Score	0	0	7.25	16.18	17	19
Reading Scale Score	0	0	1408.75	1496.36	1507	1531

	May 2026 STAAR Mathematics, Grade 3	May 2026 STAAR Mathematics, Grade 4	May 2026 STAAR Mathematics, Grade 5	May 2026 STAAR Reading Language Arts, Grade 3	May 2026 STAAR Reading Language Arts, Grade 4	May 2026 STAAR Reading Language Arts, Grade 5	May 2026 STAAR Science, Grade 5
Richard J. Lee Elementary							
Total Students	130	137	124	129	137	124	123
Raw Score	27	30	35	35	36	42	21
Scale Score	1614	1711	1872	1594	1690	1810	0
Percent Score	72.68%	74.87%	82.32%	67.23%	69.57%	80.94%	70.24%
Approaches Grade Level (TX)	91.54%	92.70%	99.19%	91.47%	93.43%	98.39%	0%
Meets Grade Level (TX)	79.23%	81.75%	89.52%	80.62%	84.67%	90.32%	0%
Masters Grade Level (TX)	59.23%	54.74%	67.74%	55.04%	54.74%	79.03%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	3.85%	1.46%	0.81%	3.10%	3.65%	1.61%	-
Did Not Meet High	4.62%	5.84%	0%	5.43%	2.92%	0%	-
Approaches Low	5.38%	4.38%	2.42%	4.65%	2.19%	3.23%	-
Approaches High	6.92%	6.57%	7.26%	6.20%	6.57%	4.84%	-
Meets	20%	27.01%	21.77%	25.58%	29.93%	11.29%	-

Masters	59.23%	54.74%	67.74%	55.04%	54.74%	79.03%	-
Economic Disadvantage							
Total Students	8	6	5	8	6	5	5
Raw Score	18	28	36	30	33	42	24
Scale Score	1403	1694	1923	1511	1664	1832	0
Percent Score	47.64%	70%	85.24%	58.17%	63.46%	80%	81.33%
Approaches Grade Level (TX)	75%	83.33%	100%	75%	83.33%	100%	0%
Meets Grade Level (TX)	25%	66.67%	100%	75%	50%	80%	0%
Masters Grade Level (TX)	12.50%	33.33%	60%	37.50%	50%	80%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	25%	0%	0%	12.50%	16.67%	0%	-
Did Not Meet High	0%	16.67%	0%	12.50%	0%	0%	-
Approaches Low	25%	0%	0%	0%	0%	20%	-
Approaches High	25%	16.67%	0%	0%	33.33%	0%	-
Meets	12.50%	33.33%	40%	37.50%	0%	0%	-
Masters	12.50%	33.33%	60%	37.50%	50%	80%	-
American Indian/Alaskan Native							
Total Students	-	-	1	-	-	1	1
Raw Score	-	-	37	-	-	48	23
Scale Score	-	-	1872	-	-	1934	0
Percent Score	-	-	88.10%	-	-	92.31%	76.67%
Approaches Grade Level (TX)	-	-	100%	-	-	100%	0%
Meets Grade Level (TX)	-	-	100%	-	-	100%	0%
Masters Grade Level (TX)	-	-	100%	-	-	100%	0%
Date Taken	-	-	05/01/26	-	-	05/01/26	05/01/26
Excluded	-	-	0%	-	-	0%	-
Did Not Meet Low	-	-	0%	-	-	0%	-
Did Not Meet High	-	-	0%	-	-	0%	-
Approaches Low	-	-	0%	-	-	0%	-

Approaches High	-	-	0%	-	-	0%	-
Meets	-	-	0%	-	-	0%	-
Masters	-	-	100%	-	-	100%	-
Asian							
Total Students	110	116	110	109	116	110	109
Raw Score	28	31	35	35	36	42	21
Scale Score	1633	1727	1882	1598	1693	1814	0
Percent Score	75.14%	76.38%	82.88%	67.55%	69.76%	81.24%	70.58%
Approaches Grade Level (TX)	92.73%	92.24%	99.09%	92.66%	93.10%	98.18%	0%
Meets Grade Level (TX)	83.64%	84.48%	88.18%	80.73%	83.62%	90.91%	0%
Masters Grade Level (TX)	65.45%	58.62%	70%	54.13%	55.17%	80.91%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	1.82%	1.72%	0.91%	1.83%	3.45%	1.82%	-
Did Not Meet High	5.45%	6.03%	0%	5.50%	3.45%	0%	-
Approaches Low	3.64%	1.72%	2.73%	5.50%	2.59%	2.73%	-
Approaches High	5.45%	6.03%	8.18%	6.42%	6.90%	4.55%	-
Meets	18.18%	25.86%	18.18%	26.61%	28.45%	10%	-
Masters	65.45%	58.62%	70%	54.13%	55.17%	80.91%	-
Black/African American							
Total Students	3	4	4	3	4	4	4
Raw Score	24	28	32	36	42	40	21
Scale Score	1539	1632	1807	1590	1779	1769	0
Percent Score	65.77%	69.38%	76.79%	69.87%	80.77%	76.44%	70.83%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	66.67%	100%	100%	100%	100%	75%	0%
Masters Grade Level (TX)	33.33%	25%	25%	66.67%	75%	75%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-

Approaches Low	33.33%	0%	0%	0%	0%	25%	-
Approaches High	0%	0%	0%	0%	0%	0%	-
Meets	33.33%	75%	75%	33.33%	25%	0%	-
Masters	33.33%	25%	25%	66.67%	75%	75%	-
Hispanic							
Total Students	3	7	4	3	7	4	4
Raw Score	15	24	30	29	33	40	18
Scale Score	1342	1576	1737	1504	1630	1722	0
Percent Score	39.64%	60.71%	72.02%	56.41%	62.91%	75.96%	59.17%
Approaches Grade Level (TX)	66.67%	85.71%	100%	66.67%	85.71%	100%	0%
Meets Grade Level (TX)	0%	57.14%	100%	66.67%	85.71%	100%	0%
Masters Grade Level (TX)	0%	28.57%	25%	33.33%	42.86%	50%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	33.33%	0%	0%	0%	14.29%	0%	-
Did Not Meet High	0%	14.29%	0%	33.33%	0%	0%	-
Approaches Low	33.33%	28.57%	0%	0%	0%	0%	-
Approaches High	33.33%	0%	0%	0%	0%	0%	-
Meets	0%	28.57%	75%	33.33%	42.86%	50%	-
Masters	0%	28.57%	25%	33.33%	42.86%	50%	-
Native Hawaiian/Pacific Islander							
Total Students	1	-	-	1	-	-	-
Raw Score	17	-	-	39	-	-	-
Scale Score	1394	-	-	1626	-	-	-
Percent Score	45.95%	-	-	75%	-	-	-
Approaches Grade Level (TX)	100%	-	-	100%	-	-	-
Meets Grade Level (TX)	0%	-	-	100%	-	-	-
Masters Grade Level (TX)	0%	-	-	100%	-	-	-
Date Taken	05/01/26	-	-	05/01/26	-	-	-
Excluded	0%	-	-	0%	-	-	-
Did Not Meet Low	0%	-	-	0%	-	-	-

Did Not Meet High	0%	-	-	0%	-	-	-
Approaches Low	100%	-	-	0%	-	-	-
Approaches High	0%	-	-	0%	-	-	-
Meets	0%	-	-	0%	-	-	-
Masters	0%	-	-	100%	-	-	-
Two or More Races							
Total Students	6	1	1	6	1	1	1
Raw Score	18	18	34	29	31	35	22
Scale Score	1407	1462	1776	1490	1608	1651	0
Percent Score	48.65%	45%	80.95%	54.81%	59.62%	67.31%	73.33%
Approaches Grade Level (TX)	66.67%	100%	100%	66.67%	100%	100%	0%
Meets Grade Level (TX)	50%	0%	100%	66.67%	100%	100%	0%
Masters Grade Level (TX)	0%	0%	100%	50%	0%	0%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	33.33%	0%	0%	33.33%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	100%	0%	0%	0%	0%	-
Approaches High	16.67%	0%	0%	0%	0%	0%	-
Meets	50%	0%	0%	16.67%	100%	100%	-
Masters	0%	0%	100%	50%	0%	0%	-
White							
Total Students	7	9	4	7	9	4	4
Raw Score	28	29	34	39	36	43	21
Scale Score	1659	1676	1816	1649	1666	1831	0
Percent Score	75.68%	72.22%	81.55%	75.27%	68.38%	82.69%	69.17%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	85.71%	66.67%	100%	85.71%	88.89%	75%	0%
Masters Grade Level (TX)	57.14%	44.44%	75%	71.43%	55.56%	75%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-

Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	11.11%	0%	0%	0%	0%	-
Approaches High	14.29%	22.22%	0%	14.29%	11.11%	25%	-
Meets	28.57%	22.22%	25%	14.29%	33.33%	0%	-
Masters	57.14%	44.44%	75%	71.43%	55.56%	75%	-
Currently Emergent Bilingual							
Total Students	55	58	33	55	58	33	33
Raw Score	25	27	29	30	30	35	18
Scale Score	1553	1636	1713	1510	1604	1683	0
Percent Score	66.73%	67.16%	68.25%	57.34%	58.32%	68.01%	59.60%
Approaches Grade Level (TX)	87.27%	84.48%	96.97%	87.27%	86.21%	93.94%	0%
Meets Grade Level (TX)	72.73%	74.14%	66.67%	63.64%	70.69%	72.73%	0%
Masters Grade Level (TX)	45.45%	34.48%	30.30%	30.91%	25.86%	42.42%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	3.64%	3.45%	3.03%	5.45%	6.90%	6.06%	-
Did Not Meet High	9.09%	12.07%	0%	7.27%	6.90%	0%	-
Approaches Low	5.45%	5.17%	9.09%	10.91%	5.17%	9.09%	-
Approaches High	9.09%	5.17%	21.21%	12.73%	10.34%	12.12%	-
Meets	27.27%	39.66%	36.36%	32.73%	44.83%	30.30%	-
Masters	45.45%	34.48%	30.30%	30.91%	25.86%	42.42%	-
First Year of Monitoring							
Total Students	4	11	8	4	11	8	8
Raw Score	34	32	39	42	40	45	23
Scale Score	1785	1751	1988	1722	1768	1875	0
Percent Score	90.54%	80.23%	92.56%	80.29%	77.80%	87.26%	75.42%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	100%	90.91%	100%	100%	90.91%	100%	0%
Masters Grade Level (TX)	100%	63.64%	100%	75%	72.73%	100%	0%

Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	0%	0%	0%	0%	0%	-
Approaches High	0%	9.09%	0%	0%	9.09%	0%	-
Meets	0%	27.27%	0%	25%	18.18%	0%	-
Masters	100%	63.64%	100%	75%	72.73%	100%	-

Second Year of Monitoring

Total Students	19	8	8	19	8	8	8
Raw Score	32	33	38	43	42	45	23
Scale Score	1732	1777	1997	1735	1787	1855	0
Percent Score	86.20%	83.13%	91.07%	82.29%	81.49%	86.78%	75%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	100%	87.50%	100%	100%	100%	100%	0%
Masters Grade Level (TX)	94.74%	87.50%	87.50%	89.47%	75%	100%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	12.50%	0%	0%	0%	0%	-
Approaches High	0%	0%	0%	0%	0%	0%	-
Meets	5.26%	0%	12.50%	10.53%	25%	0%	-
Masters	94.74%	87.50%	87.50%	89.47%	75%	100%	-

Third Year of Monitoring

Total Students	-	-	10	-	-	10	10
Raw Score	-	-	40	-	-	46	23
Scale Score	-	-	2046	-	-	1880	0
Percent Score	-	-	94.76%	-	-	88.46%	75.33%
Approaches Grade Level (TX)	-	-	100%	-	-	100%	0%
Meets Grade Level (TX)	-	-	100%	-	-	100%	0%
Masters	-	-	-	-	-	-	-

Grade Level (TX)	-	-	100%	-	-	100%	0%
Date Taken	-	-	05/01/26	-	-	05/01/26	05/01/26
Excluded	-	-	0%	-	-	0%	-
Did Not Meet Low	-	-	0%	-	-	0%	-
Did Not Meet High	-	-	0%	-	-	0%	-
Approaches Low	-	-	0%	-	-	0%	-
Approaches High	-	-	0%	-	-	0%	-
Meets	-	-	0%	-	-	0%	-
Masters	-	-	100%	-	-	100%	-
Special Ed Indicator							
Total Students	16	10	3	16	10	3	3
Raw Score	19	20	32	23	25	31	14
Scale Score	1428	1502	1752	1415	1525	1602	0
Percent Score	50.17%	49.50%	75.40%	44.95%	47.88%	59.62%	46.67%
Approaches Grade Level (TX)	62.50%	60%	100%	68.75%	80%	100%	0%
Meets Grade Level (TX)	37.50%	40%	100%	43.75%	60%	66.67%	0%
Masters Grade Level (TX)	18.75%	10%	33.33%	6.25%	10%	0%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	18.75%	10%	0%	18.75%	20%	0%	-
Did Not Meet High	18.75%	30%	0%	12.50%	0%	0%	-
Approaches Low	12.50%	20%	0%	6.25%	20%	33.33%	-
Approaches High	12.50%	0%	0%	18.75%	0%	0%	-
Meets	18.75%	30%	66.67%	37.50%	50%	66.67%	-
Masters	18.75%	10%	33.33%	6.25%	10%	0%	-

As we go into 2026-2027, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades

- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Digital and/or Physical Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Strengths

Student Learning Strengths - STAAR

- Lee learners continue to perform at high levels on STAAR, with more than 91% of learners scoring Approaches Grade Level or higher across all 3rd–5th grade Reading and Math assessments.
- 5th grade was an area of strength. In Math, 99% of learners scored Approaches or higher, 89% scored Meets or higher, and 68% scored Masters. In Reading, 98% scored Approaches or higher, 90% scored Meets or higher, and 79% scored Masters. In Science, 97% of learners scored Approaches or higher, 73% scored Meets or higher, and 42% scored Masters.
- In 3rd and 4th grade Reading and Math there was strong achievement, with 79%–85% of learners scoring Meets or higher and more than 54% scoring Masters across all four assessments.
- Written response continues to be a strength for our learners. Extended Constructed Response (ECR) scores in 3rd, 4th, and 5th grade were higher than the state, region, and district averages. Our 5th grade learners averaged 7.19 out of 10 compared to the CISD average of 5.93.

Student Learning Strengths - MAP

- MAP data showed high achievement and growth in both Reading and Math. Spring Math achievement was at the 96th–99th percentile across K–5, and Spring Reading achievement was at the 95th–98th percentile.

Student Learning Strengths - mCLASS

- mCLASS data also showed growth in foundational reading skills. Campus wide, the percentage of learners scoring Above Benchmark increased from 46% at BOY to 58% at EOY, while the percentage of learners performing Below or Well Below Benchmark decreased.

Student Learning Strengths - EB - TELPAS & STAAR

During the 2025–26 school year, 77 Lee learners were reclassified from Emergent Bilingual status. Reclassifications included 22 learners in 1st grade, 4 in 2nd grade, 14 in 3rd grade, 19 in 4th grade, and 18 in 5th grade. First grade had the highest number of reclassified learners with 22. TELPAS data also indicate that oral language, particularly speaking, is a relative strength for many of our Emergent Bilingual learners. Lee will build on this strength by intentionally supporting learners in transferring oral academic language into written responses.

- Our Emergent Bilingual learners continue to show growth in language acquisition. TELPAS Reading was a strength in 5th grade, with 82% of learners reaching Advanced High.
- 5th grade EB learners also showed strong improvement on the STAAR RLA ECR.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.	Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichment,
2 ★ There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.	Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.
3 There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.	Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups,
4 There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional),	Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth,
5 There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.	Inconsistencies still exist within full implementation of curriculum and instructional resources,

★ = Priority

School Processes & Programs

Summary

Richard J. Lee Elementary was intentionally designed to include five vertical families of kindergarten through fifth grade where learners have the opportunity to collaborate and engage with each other. These vertical families, called houses, provide opportunities for multi-age learning and relationship building. Both the physical and virtual environments support these opportunities. Flexible furnishings and spaces allow for educators, called designers, to transform areas for learning, keeping lesson design in mind. Learners have voice and choice in where and how they learn based on individual needs. The flexible learning environment of our building also includes our eco-pond area, outdoor learning pavilion, and raised bed gardens. Features such as solar panels turn our school into a learning tool.

Technology-infused learning helps our students customize their learning, become savvy consumers and producers of content, and obtain instant and specific feedback. Learners and all staff have 1:1 access to technology. Consistent support is provided by our Learning Coach, as well as our Media Specialist. Learners take part in lessons on digital citizenship throughout the year. As an Apple Distinguished School, we have ongoing support from Apple Professional Learning and opportunities for educators to attend Teacher Tuesdays at Apple to learn new instructional strategies related to technology. We also have three certified Apple Learning Coaches.

The Challenge Based Learning (CBL) curriculum framework, and the infusion of multidisciplinary content is at the core of our campus beliefs. The content is connected to big ideas, essential questions, challenges, and actionable solutions designed by learners.

Richard J. Lee Elementary is in its 13th year of implementing the Professional Learning Community (PLC) model. This includes the creation of a vertical schedule with built-in time for designers to collaborate. Designers participate in ongoing professional learning within their PLCs and are supported by administrators and the campus Learning Coach, GT Specialist, and ESL Facilitators. Multiple opportunities are provided throughout the year for professional learning in all subject areas. State funds support this growth, as well as dedicated time during staff meetings to learn in areas related to each educator's personal goals or needs.

Our profile of an educator has become an important tool in the hiring process and has helped us calibrate and recruit and retain highly qualified educators. We currently have 31 grade-level sections and 66 total campus staff members. We also house two Special Education programs: Active Learning and Practical Learning.

A focus on learner-centeredness on our campus also extends into our Special Education programs. We conduct learner-led ARDs and focus on opportunities for inclusion. Each Special Education learner is part of one of our five houses.

Strengths

- **Innovative learning design:** Five vertical K–5 houses provide opportunities for multi-age collaboration, relationship building, and learner-centered experiences.
- **Flexible learning environment:** Movable furnishings and spaces, along with the eco-pond, outdoor pavilion, gardens, and other campus features, provide opportunities for hands-on and flexible learning.
- **Challenge Based Learning (CBL):** CBL provides opportunities for learners to connect learning across content areas through big ideas, essential questions, challenges, and learner-designed solutions.
- **Inclusive Special Education programs:** Learner-led ARDs, opportunities for inclusion, and participation in the house system help ensure Special Education learners are included in the broader campus community.
- **Purposeful use of technology:** 1:1 access for learners and staff supports creation, collaboration, and access to learning while digital citizenship instruction helps learners use technology responsibly. As an Apple Distinguished School, Lee also benefits from certified Apple Learning Coaches and continued professional learning opportunities.
- **Strong Professional Learning Community (PLC):** Lee is in its 13th year of implementing the PLC model. Built-in collaboration time and support from administrators, the Learning Coach, GT Specialist, and ESL Facilitators allow teams to regularly collaborate around teaching and learning.
- **Ongoing professional growth:** Staff have multiple opportunities for professional learning through PLCs, staff meetings, Apple partnerships, along with additional campus and district learning opportunities.

- **Strategic hiring and retention:** Lee's educator profile supports the recruitment and retention of highly qualified staff who align with campus beliefs and practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ There is a need to continue strengthening the intentional and balanced use of technology within instruction so learners experience an appropriate balance of digital tools, hands-on learning, collaboration, dialogue, and social interaction.	As a 1:1 campus, Lee has many opportunities to integrate technology into learning. Continued guidance and shared expectations are needed to ensure technology is used purposefully and balanced with hands-on, collaborative, and relationship-centered learning experiences.
2 ★ Although Lee maintains a strong overall attendance rate, chronic absenteeism continues to be concentrated in the primary grades, particularly Kindergarten and 1st grade.	Kindergarten and 1st grade learners accounted for 48% of all chronically absent learners in 2025-26, with Kindergarten having the highest number. Continued early communication, monitoring, family partnership, and targeted interventions are needed to establish consistent attendance patterns.
3 There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.	Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning.
4 There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.	Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district.
5 There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.	Continued need to build/expand resources/ programs.

★ = Priority

Perceptions

Summary

Richard J. Lee Elementary works to ensure our school is a place where all families feel welcome. We know that family involvement is important for learner success, and we strive to create a climate that is responsive to our parent and learner needs. With 48.5% of our learners identified as Emergent Bilinguals (EBs), and our mobile population at 17.71%, which is 10.89% higher than the district average, we are culturally sensitive to the needs of families moving in from other parts of the United States and from other countries. Families are warmly welcomed in the front office and are provided opportunities to learn about our school. We systematically communicate with parents through weekly grade-level newsletters, weekly PTO newsletters, daily social media posts, and ParentSquare. Multiple family involvement events are hosted throughout the year including our Back to School Bus Tour through our neighborhoods, Trunk or Treat, FamiLEE Game Night, FamiLEE STEAM Night, Spring FamiLEE Picnic, and learner-led conferences.

Our annual school themes promote a positive and connected culture, with this year's theme, "TEAM Spurs," reinforcing teamwork, community pride, and school engagement. Educators greet and send off learners daily, and each morning begins with community-building meetings in every House and grade level. Through our vertical system, learners build cross-grade relationships, mentor one another, and provide both social and academic support. The master schedule also prioritizes time for grade-level collaboration. Our educator retention rate is higher than the district average, reflecting strong staff commitment.

Results from the 2025–26 Panorama teacher survey continue to show strong staff perceptions of Lee. School Climate received 96% favorable responses and was 28 points above the district average. School Climate has increased 26 points since 2021, reflecting sustained positive growth over time. Feedback and Coaching received 89% favorable responses and was 33 points above the district average. Belonging was also strong at 89% favorable. Professional Learning received 84% favorable responses and was 26 points above the district average. Well-being, while improving, remains an area for continued attention at 74% favorable.

Family Panorama results also reflect strong perceptions of Lee. School Climate, School-Family Communication, and Staff-Family Relationships each received 95% favorable responses. School Safety remained strong at 87% favorable and ranked above the 90th percentile nationally. The 2025–26 school year was Lee Elementary's first year to identify family engagement as a formal campus goal. Panorama Family Engagement results increased 14 points to 39% favorable, demonstrating positive progress toward this goal. Because Family Engagement remains our lowest-rated family survey topic and opportunities for increased participation remain, Lee will continue family engagement as a campus focus during the 2026–27 school year.

Richard J. Lee Elementary continues to be designated a Kindness Certified School and has received the TEPSA Student Leadership Award for our focus on and promotion of leadership opportunities throughout the school year. Each classroom creates Respect Agreements that use a relationship-first approach to strengthen, support, and sustain a positive learning environment. The agreement is re-evaluated every nine-week grading period and helps ensure every learner feels seen, heard, and valued.

Learners are empowered to use their voice to contribute to campus decision-making and to create actionable solutions in the real world through Challenge Based Learning (CBL). Our LEEdership Council is comprised of a learner from every classroom, Kindergarten through 5th grade. These learners are ambassadors for our building and serve as liaisons between campus administration and classrooms. They help solve problems on campus and beyond and regularly share ideas and receive feedback from campus administration. Since the start of Zoom/virtual PTO meetings, parent participation has generally included 60–75+ families joining monthly meetings.

Strengths

Perception Strengths

- **Welcoming and culturally responsive environment:** Families feel welcome and supported in a highly diverse school community, with 48.5% of learners identified as Emergent Bilingual and a mobile population of

approximately 17.7%.

- **Strong communication systems:** Weekly grade-level and PTO newsletters, social media, and consistent use of ParentSquare provide families with regular information and opportunities to see what is happening at school.
- **Family involvement opportunities:** Events including the Back to School Bus Tour, FamiLEE Game Night, STEAM Night, Spring FamiLEE Picnic, and learner-led conferences provide multiple ways for families to connect with the school.
- **Positive campus culture:** Our 2026–27 theme, “TEAM Spurs,” along with daily greetings, morning meetings, and the vertical house system, supports teamwork, relationships, school pride, and a sense of belonging.
- **Strong and improving staff perceptions:** Teacher Panorama results show 96% favorable responses for School Climate, 28 points above the district average. School Climate has increased 26 points since 2021. Feedback and Coaching received 89% favorable responses and was 33 points above the district average. Belonging was also strong at 89% favorable.
- **Strong family perceptions:** Family Panorama results show 95% favorable responses in School Climate, School-Family Communication, and Staff-Family Relationships. School Safety remained strong at 87% favorable and ranked above the 90th percentile nationally.
- **Continued growth in family engagement:** Family Engagement increased 14 points from the previous survey which reflects progress toward the campus family engagement goal.
- **Virtual PTO meetings:** continue to provide a regular opportunity for family participation, with approximately 60–75+ families joining monthly meetings.
- **Culture of kindness and leadership:** Lee continues to be recognized as a Kindness Certified School and has received the TEPSA Student Leadership Award for its focus on student leadership.
- **Relationship-focused practices:** Respect Agreements in every classroom help establish shared expectations and ensure learners feel seen, heard, and valued.
- **Learner voice and leadership:** Challenge Based Learning and the LEEdership Council provide K–5 learners with opportunities to share ideas, contribute to campus decision-making, and develop solutions to real-world problems.
- **Staff stability:** Educator retention remains above the district average, supporting continuity and strong relationships across the campus.
- **Teacher Incentive Allotment (TIA):** During the 2025–26 school year, 27 Lee teachers earned a Teacher Incentive Allotment (TIA) designation, including 9 at Master status and 18 at Exemplary status.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a need to continue strengthening opportunities for meaningful family engagement and participation in school activities and learning.	Family Engagement increased 14 points from the previous survey but remains the lowest-rated family survey topic at 39% favorable. In-person meetings with teachers and opportunities to help at school were identified as areas where family participation remains lower.
2 ★ There is a need to continue helping families understand how Lee balances hands-on learning, collaboration, and purposeful technology integration within instruction.	Families may not always have visibility into when and why technology is used during the school day, the Technology TEKS that guide instruction, or how technology is balanced with hands-on and collaborative learning. Continued communication and family resources can strengthen understanding and support healthy technology habits at home.
3 ★ There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.	Family Panorama results show School Safety remains strong at 87% favorable and above the 90th percentile nationally; however, the score declined 4 points from the previous survey, with increased concern about violence identified as an area for continued attention.
4 There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers still exist with implementing resources/ training fully, and understanding/supporting/ providing resources for the wide variety of needs.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichment,

2
★

There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.

Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

3
★

There is a need to continue helping families understand how Lee balances hands-on learning, collaboration, and purposeful technology integration within instruction.

Families may not always have visibility into when and why technology is used during the school day, the Technology TEKS that guide instruction, or how technology is balanced with hands-on and collaborative learning. Continued communication and family resources can strengthen understanding and support healthy technology habits at home.

4
★

There is a need to continue strengthening the intentional and balanced use of technology within instruction so learners experience an appropriate balance of digital tools, hands-on learning, collaboration, dialogue, and social interaction.

As a 1:1 campus, Lee has many opportunities to integrate technology into learning. Continued guidance and shared expectations are needed to ensure technology is used purposefully and balanced with hands-on, collaborative, and relationship-centered learning experiences.

5
★

There is a need to continue strengthening opportunities for meaningful family engagement and participation in school activities and learning.

Family Engagement increased 14 points from the previous survey but remains the lowest-rated family survey topic at 39% favorable. In-person meetings with teachers and opportunities to help at school were identified as areas where family participation remains lower.

6
★

There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.

Family Panorama results show School Safety remains strong at 87% favorable and above the 90th percentile nationally; however, the score declined 4 points from the previous survey, with increased concern about violence identified as an area for continued attention.



Although Lee maintains a strong overall attendance rate, chronic absenteeism continues to be concentrated in the primary grades, particularly Kindergarten and 1st grade.

Kindergarten and 1st grade learners accounted for 48% of all chronically absent learners in 2025-26, with Kindergarten having the highest number. Continued early communication, monitoring, family partnership, and targeted interventions are needed to establish consistent attendance patterns.

 = **Priority**



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject

- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Accountability for Learning: We as CISD, will achieve our full potential by learning at high levels, taking ownership of our learning and stay focused on our commitment of continuous growth and evidence-based outcomes for all.

Performance Objective 1 HB3 Goal

All K-5th grade learners at Lee will be provided high quality Tier I instruction that is aligned to the TEKS.

Evaluation Data Source: - STAAR data

- MAP data
- Response to Intervention data and progress monitoring in Student Success Platform
- Multi-Tiered Systems of Support
- TELPAS data
- Learning Academies
- Professional Learning opportunities
- Team Time agendas
- TTESS Walkthrough and observations
- Campus Learning Walks

Strategy 1

By May 2027, instructional leaders will provide ongoing professional learning and coaching support for classroom educators to strengthen Tier I instructional practices. Professional learning will focus on small-group instruction, high levels of learner engagement, hands-on learning experiences, meaningful social interaction and discourse, and evidence-based instructional strategies that respond to learner needs.

Strategy's Expected Result/Impact: Stronger Core Instruction (Tier I):

- More consistent, high-quality teaching practices across classrooms.
- Increased learner engagement and access to grade-level content.

Effective Small Group Instruction:

- Educators use flexible "cross- house and cross grade" groups to target specific learner needs.
- Learners receive more personalized support and enrichment opportunities.

Data-Driven Decision Making:

- Teachers consistently use formative assessments to guide instructional adjustments.
- Instruction is responsive, timely, and tailored to learner progress.

Improved Learner Outcomes:

- Growth in academic achievement as measured by classroom data, MAP, TELPAS, and STAAR.
- Reduced gaps for struggling learners through proactive support.

Teacher Capacity & Confidence:

- Educators build skill in differentiating instruction and analyzing formative data.
- A stronger culture of reflection and continuous improvement among staff.

Staff Responsible for Monitoring: Campus Administrators

Educators

Campus Support Personnel

Problem Statements: Student Learning 1

Funding Sources: Intervention materials to support instruction for learners on Tier 2 and 3 199 - State Comp Ed, 199-11-6399-00-112-24-000, \$2,196

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Strategy 2

By June 2029, the percentage of 3rd grade students at Lee Elementary earning Meets Grade Level or above on the STAAR Reading test will increase from 83% (June 2024 baseline) to 93%, as measured by annual STAAR Reading assessment results. This growth will be achieved through the intentional use of small group instruction and formative assessment to monitor progress, target interventions, and personalize learning.

Strategy's Expected Result/Impact: Improved Student Achievement

- 3rd grade learners show steady growth in reading, with Meets Grade Level performance increasing from 83% to 93% by June 2029.
- Achievement gaps among subgroups narrow as targeted interventions support at-risk learners.

Closing Achievement Gaps

- Growth for historically under-performing groups, ensuring equity in reading outcomes across demographics (e.g., Emergent Bilinguals, students receiving special education services).
- Increased access to grade-level texts and comprehension strategies for all learners.

Strengthened Core Instruction

- Consistent use of Tier I best practices, small group instruction, and formative assessments to monitor and support reading growth.
- Teachers intentionally adjusting instruction to meet learner needs based on ongoing data.

Increased Learner Engagement

- Students demonstrate greater confidence, stamina, and independence as readers.
- A stronger schoolwide reading culture that values goal setting, reflection, and growth.

Long-Term Academic Readiness

- Learners leave 3rd grade with stronger literacy foundations, increasing their chances for success in upper grades and overall academic achievement.

Enhanced Parent Engagement

- Provide "just right" reading materials for learners to take home, empowering parents to support reading practice effectively.

Staff Responsible for Monitoring: Campus Administrators
Educators
Campus Support Personnel

Problem Statements: Student Learning 1

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Strategy 3

By June 2029, the percentage of 3rd grade students at Lee Elementary earning Meets Grade Level or above on the STAAR Math test will increase from 85% (June 2024 baseline) to 95%, as measured by annual STAAR Math assessment results. This growth will be achieved through the intentional use of the Math Workshop model to provide differentiated small-group instruction and by embedding justification strategies that strengthen students' ability to explain their mathematical thinking.

Strategy's Expected Result/Impact: Improved Student Achievement

- The percentage of 3rd grade students meeting or exceeding grade-level expectations in Math increases from 85% to 95% by June 2029.
- Achievement gaps among learner subgroups narrow as targeted small-group instruction supports individual needs.

Effective Use of Math Workshop Model

- Learners engage in differentiated small-group instruction that addresses foundational skills, problem-solving, and enrichment.
- Teachers maximize instructional time by rotating groups and personalizing learning experiences.

Stronger Mathematical Reasoning

- Students develop deeper conceptual understanding through justification strategies, explaining and defending their thinking.
- Increased student confidence and ability to communicate reasoning both orally and in writing.

Data-Driven Instruction

- Teachers use formative assessments within the workshop model to adjust instruction in real time.
- Instruction is responsive, ensuring learners stay on track toward mastery of grade-level standards.

Teacher Growth & Capacity

- Educators build expertise in implementing the Math Workshop model and teaching justification strategies with fidelity.
- PLC collaboration deepens around analyzing data, designing small groups, and sharing best practices.

Closing Achievement Gaps

- Increased performance among historically under-performing student groups (e.g., Emergent Bilinguals, students receiving special education services).
- More equitable access to grade-level math content and problem-solving strategies.

Strengthened Core Math Instruction

- Consistent use of Tier I best practices, small group instruction, and ongoing formative assessment to adjust teaching.
- Stronger focus on conceptual understanding, fact fluency, and real-world problem solving.

Enhanced Parent Engagement

- Families are equipped with resources (e.g., "FamiLEE Choice Boards") to support authentic/real world math learning at home.
- Stronger school-home partnerships around student growth and success in math.

Staff Responsible for Monitoring: Campus Administrators

Educators

Campus Support Personnel

Problem Statements: Student Learning 1

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Strategy 4

At Lee, we will establish clear structures and processes for intentional learning walks designed to observe and reflect on strategies that support both academic achievement and social-emotional growth.

Strategy's Expected Result/Impact: Improved Instructional Practices

- Teachers receive timely, specific feedback that strengthens both academic and social-emotional strategies in the classroom.
- Greater alignment of instructional practices across grade levels and content areas.

Enhanced Professional Learning Culture

- Learning walks foster collaboration, reflection, and shared responsibility for student growth.
- Educators view observations as opportunities for growth rather than evaluation.

Positive Student Outcomes

- Learners benefit from consistent, high-quality instruction that addresses both academic achievement and social-emotional needs.
- Increased student engagement, confidence, and overall well-being.

Data-Informed Decision Making

- Patterns observed during learning walks guide professional development and targeted support.
- Campus leaders and teachers use evidence from learning walks to continuously refine instructional practices.

Strengthened Campus Culture

- Builds a collective commitment to ongoing improvement and alignment with Lee's vision of whole-child success.

Staff Responsible for Monitoring: Campus Administrators

Educators

Campus Support Personnel

Problem Statements: Student Learning 1

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichment,

Performance Objective 2

Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

Evaluation Data Source: - STAAR data

- TELPAS data
- Response to Intervention data
- Multi-Tiered Systems of Support
- District universal screener data
- Professional Learning Community data (common formative assessments)
- Learning Walks (photos, evidence of learning, walk-throughs)
- Discipline Data
- Behavioral Data
- Attendance Data

Strategy 1

Lee Elementary will strengthen and refine implementation of the district-wide Professional Learning Communities (PLCs) framework by ensuring clear expectations for collaboration, data analysis, and action planning. Educators will engage in regularly scheduled PLC meetings to analyze both qualitative and quantitative data, identify learner needs, and design targeted interventions and enrichment that address academic, behavioral, and social-emotional growth.

Strategy's Expected Result/Impact: Improved Learner Outcomes

- Increased academic achievement through targeted interventions and enrichment.
- More consistent support for behavioral and social-emotional needs.

Data-Informed Instruction

- Teachers regularly use qualitative and quantitative data to adjust instruction.
- Instructional decisions are proactive rather than reactive.

Collaborative Culture

- Stronger teacher collaboration and shared accountability for learner success.
- Consistency across grade levels and content areas in instructional practices.

Equity of Support

- Learners with academic, behavioral, or social-emotional challenges receive timely and appropriate interventions.
- High-achieving learners are provided with meaningful enrichment opportunities.

Professional Growth

- Teachers develop greater capacity in data analysis and responsive instruction.
- A shared sense of purpose and clarity around the PLC process increases staff effectiveness and confidence.

Staff Responsible for Monitoring: Campus Administrators
Educators
Campus Support Personnel

Problem Statements: Student Learning 2

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Strategy 2

Provide ongoing, job-embedded training on effective data analysis protocols (including NWEA MAP, AWARE, Panorama, etc.) to support Lee educators in using data to inform instruction, share best practices, and intervene with learners vertically and horizontally.

Strategy's Expected Result/Impact: Improved Instructional Decisions

- Educators use data consistently and effectively to adjust instruction based on learner needs.
- Instruction becomes more targeted, responsive, and equitable.

Increased Student Achievement

- Learners demonstrate academic growth as instruction is tailored to both strengths and gaps.
- Reduced performance gaps across subgroups through intentional intervention and enrichment.

Collaborative Professional Culture

- Teachers regularly share best practices and success stories, creating a culture of learning and collective responsibility.
- PLCs are strengthened through structured, data-driven discussions.

Enhanced Teacher Capacity

- Staff gain confidence and skill in interpreting multiple data sources (NWEA MAP, AWARE, Panorama, etc.).
- Educators deepen their ability to use both quantitative and qualitative data to guide decisions.

Continuous Improvement Cycle

- Data informs not only instruction but also professional learning, intervention planning, and campus goals.
- Successes are celebrated, reinforcing momentum and a growth mindset.

Staff Responsible for Monitoring: Campus Administrators
Educators
Campus Support Personnel

Problem Statements: Student Learning 2

Funding Sources: Subs for planning days - educators will spend the day to review data to inform instruction 199 - State Comp Ed, 199-11-6112-00-112-24-000, \$2,000

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Strategy 3

Lee Elementary will utilize State Compensatory Education funds to review data and provide targeted academic, social-emotional, and behavioral supports, with a specific focus on addressing the needs of at-risk learners.

Strategy's Expected Result/Impact: Improved Academic Achievement

- At-risk learners show measurable growth in core subjects through targeted instructional support.
- Achievement gaps are reduced across grade levels and student subgroups.

Strengthened Social-Emotional Well-Being

- Learners demonstrate increased self-regulation, confidence, and resilience.
- Improved learner engagement and sense of belonging within the school community.

Positive Behavioral Outcomes

- Decreased office referrals and behavioral incidents due to proactive supports.
- Learners exhibit stronger decision-making and interpersonal skills.

Equitable Access to Support

- At-risk learners receive timely interventions tailored to their specific needs.
- Resources are strategically allocated to ensure all students have the opportunity to succeed.

Long-Term Student Success

- Increased promotion and retention rates for at-risk learners.
- Stronger readiness for future academic and life challenges.

Staff Responsible for Monitoring: Campus Administrators

Educators

Campus Support Personnel

Problem Statements: Student Learning 2

Funding Sources: Extra Duty Pay for tutoring At-risk students in reading and math 199 - State Comp Ed, 199-11-6118-00-112-24-000, \$1,300

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Strategy 4

Strengthen embedded supports for both intervention and enrichment at Lee Elementary by involving the GTI specialist in Team Time PLCs, Design Days, and Data Dives, ensuring GT perspectives and strategies are integrated into collaborative planning and instructional decision-making.

- Strategy's Expected Result/Impact:** Integrated GT Support
- GT perspectives and strategies become a natural part of planning, instruction, and assessment across grade levels.
 - Teachers feel more confident differentiating for both intervention and enrichment.
- Improved Student Outcomes
- GT learners demonstrate growth through enriched, rigorous learning opportunities.
 - All learners benefit from strategies that support higher-order thinking, creativity, and problem-solving.
- Smooth Transition to Middle School
- GT learners are better prepared for advanced coursework and expectations at the secondary level.
 - Families experience greater confidence in the continuity of GT services.
- Collaborative Professional Culture
- GTI specialist serves as a thought partner in PLCs, Design Days, and Data Dives, fostering a culture of shared expertise.
 - Increased teacher capacity in designing lessons that balance remediation, grade-level instruction, and enrichment.
- Equitable Access to Opportunities
- Learners identified for intervention or enrichment receive intentional, embedded supports within daily instruction.
 - GT services are aligned with broader campus systems to ensure no learner group is overlooked.

Staff Responsible for Monitoring: Campus Administrators
GT Specialist
Educators
Campus Support Personnel

Problem Statements: Student Learning 2

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.	Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

Performance Objective 3

By May 2027, Lee Elementary will strengthen Emergent Bilingual learners' ability to transfer oral academic language into written language by implementing a consistent K-5 instructional approach that provides

purposeful opportunities for learners to speak, organize, and write in order to communicate their thinking and support written responses with relevant details or evidence.

- Evaluation Data Source:** -TELPAS Speaking and Writing domain data
- Campus/grade-level writing samples
 - Common writing rubrics or formative writing assessments
 - STAAR RLA Extended Constructed Response data for grades 3-5
 - Developmentally appropriate K-2 written language samples
 - PLC data and documentation of learner progress
 - Language Acquisition Specialist progress-monitoring data

Strategy 1

Lee Elementary will implement a consistent K-5 oral-to-written language approach for Emergent Bilingual learners by intentionally providing opportunities for purposeful academic discourse before written responses. Educators will use the Speak - Organize - Write process to help learners develop and organize their thinking before communicating it in writing. Instruction will include developmentally appropriate expectations across grade levels.

Strategy's Expected Result/Impact: Growth in Written Academic Language

Emergent Bilingual learners demonstrate increased ability to transfer orally developed ideas into written responses.
Written responses show growth in clarity, organization, relevant details/evidence, and explanation appropriate to grade level.

Purposeful Academic Discourse

- Learners regularly use academic conversation to develop, rehearse, and clarify their thinking before writing.
- Educators consistently incorporate the Speak - Organize - Write process into instruction.

Developmentally Appropriate Growth

- K-1 learners increasingly communicate understanding through drawing, labeling, dictation, and writing.
- Grades 2-3 learners increasingly answer text-dependent questions using relevant evidence.
- Grades 4-5 learners increasingly develop organized written responses that include evidence and explanation.

Data-Informed Instruction

- PLC teams and Language Acquisition Specialists regularly review writing samples, TELPAS Speaking and Writing data, and other formative evidence to monitor progress and adjust instruction.
- Campus data collected during 2026-27 establishes a stronger baseline for future EB writing goals and instructional planning.

Staff Responsible for Monitoring: Campus Administrators
Educators
Language Acquisition Specialists
Campus Support Personnel

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 2

Lee educators will strengthen language-rich classroom practices for Emergent Bilingual learners through intentional academic vocabulary development, appropriate scaffolds, structured opportunities for student discourse, and frequent formative assessment. Language Acquisition Specialists will collaborate with PLC teams to review TELPAS, STAAR, classroom writing samples, and other learner data to monitor progress and adjust instruction and supports as needed.

Strategy's Expected Result/Impact: Improved Student Outcomes

- Emergent Bilingual learners demonstrate measurable growth in English language proficiency, with a specific focus on transferring oral academic language into written language.
- Learners demonstrate increased ability to communicate academic thinking through organized written responses appropriate to grade level.

Language-Rich Classrooms

- Teachers intentionally embed vocabulary development, structured conversations, academic language, and appropriate scaffolds in daily instruction.
- Classrooms reflect equitable opportunities for learners to use language in authentic, meaningful ways.

Teacher Growth & Capacity

- Educators demonstrate increased confidence and skill in scaffolding rigorous content for EB learners.
- Consistency in implementation of best practices increases across grade levels and content areas.

Data-Informed Instruction

- TELPAS, STAAR, classroom writing samples, and formative assessment data are regularly reviewed to monitor EB learner progress.
- Language Acquisition Specialists and PLC teams use data to adjust instruction and supports based on learner needs.

Closing Achievement Gaps

- Narrowed performance gaps between EB learners and non-EB peers.
- Higher levels of participation and success in coursework over time.

Staff Responsible for Monitoring: Campus Administrators

Educators
Language Acquisition Specialists
Campus Support Personnel

Problem Statements: Student Learning 2

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.

Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

Goal 2

Organization that Cultivates Excellence: We as CISD, will maintain high standards as we reimagine how we teach, learn and define success to adapt, innovate and meet the unique needs of all learners.

Performance Objective 1

All K through 5th grade learners will have opportunities to participate in learning that is relationship driven, real world, engaging, allowing for choice and individual learning styles, hands-on, service oriented and that builds a sense of community.

Evaluation Data Source: - Curriculum documents

- Panorama Survey data
- Clubs/organizations offered at campuses
- Lesson Design

Strategy 1

Continue building and strengthening STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation at Lee Elementary. Emphasize the engineering design process and exposure to STEAM-related career opportunities through engaging learning experiences and community experts. Host a campus-wide STEAM Night to showcase student learning, and involve community experts to provide authentic, real-world connections and inspire future pathways.

Strategy's Expected Result/Impact: Enhanced Student Learning & Achievement

- Learners demonstrate increased problem-solving, creativity, and critical-thinking skills through the engineering design process.
- Greater student engagement and achievement in STEAM subjects.

Stronger Vertical Alignment

- Consistent instructional practices between elementary and middle school ensure smoother transitions and sustained interest in STEAM pathways.
- Early exposure prepares learners for advanced coursework in secondary grades.

Career Awareness & Readiness

- Learners develop an early awareness of STEAM-related careers and pathways.
- Community expert involvement connects classroom learning to real-world applications.

Family & Community Engagement

- Families engage with STEAM learning through events like STEAM Night, building excitement and support for student growth.
- Stronger partnerships with local businesses, organizations, and experts enrich learning opportunities.

Equity of Access

- All learners, regardless of background, have opportunities to engage in authentic STEAM experiences.
- Increased participation of underrepresented groups in STEAM activities.

Staff Responsible for Monitoring: Campus Administrators
STEAM Teacher
Educators
Campus Support Personnel

Problem Statements: School Processes & Programs 1 - Perceptions 1, 2

Formative Reviews

November

February

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Strategy 2

Lee Elementary will continue expanding instructional offerings and choice programs that foster growth, innovation, and creativity in learning. Through diverse clubs and enrichment opportunities such as STEAM, Art, Music, Chess, and more, the campus will both support student engagement and unique talents of our learners.

Strategy's Expected Result/Impact: Increased Student Engagement & Growth

- Learners explore interests and passions through diverse choice programs, fostering creativity, innovation, and problem-solving.
- Greater sense of ownership and excitement in learning, leading to stronger academic and social-emotional growth.

Expanded Opportunities for Enrichment

- Clubs such as STEAM, Art, Music, Cooking, and Chess provide pathways for learners to discover new skills and talents.
- Students apply learning in authentic, hands-on ways beyond the classroom.

Strengthened Campus Culture

- A vibrant, well-rounded school environment where learners feel valued for their unique strengths and interests.
- Enhanced collaboration and community among learners and staff through shared club experiences.

Family Engagement

- Families are invited to participate in showcases, performances, and celebrations of student learning.
- Stronger home-school connections as parents support and celebrate their child's growth in clubs and choice programs.

District Recruitment & Retention

- Lee's innovative offerings highlight the campus as a model of creativity and opportunity within CISD.
- Families are drawn to the district through unique enrichment programs that showcase learner success and joy.

Accessibility

- All learners, regardless of background, have access to enrichment opportunities that promote growth and innovation.
- Increased participation of diverse student groups in clubs and choice programs.

Staff Responsible for Monitoring: Campus Administrators
Educators
Campus Support Personnel

Problem Statements: Perceptions 1

November

February

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is a need to continue strengthening the intentional and balanced use of technology within instruction so learners experience an appropriate balance of digital tools, hands-on learning, collaboration, dialogue, and social interaction.

As a 1:1 campus, Lee has many opportunities to integrate technology into learning. Continued guidance and shared expectations are needed to ensure technology is used purposefully and balanced with hands-on, collaborative, and relationship-centered learning experiences.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There is a need to continue strengthening opportunities for meaningful family engagement and participation in school activities and learning.

Family Engagement increased 14 points from the previous survey but remains the lowest-rated family survey topic at 39% favorable. In-person meetings with teachers and opportunities to help at school were identified as areas where family participation remains lower.

2

There is a need to continue helping families understand how Lee balances hands-on learning, collaboration, and purposeful technology integration within instruction.

Families may not always have visibility into when and why technology is used during the school day, the Technology TEKS that guide instruction, or how technology is balanced with hands-on and collaborative learning. Continued communication and family resources can strengthen understanding and support healthy technology habits at home.

Performance Objective 2

All K through 5th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, digital and/or physical portfolios, presentations, goal setting tools, CBL solutions, etc.)

Strategy 1

Continue expectations for learner portfolios by supporting educators in goal setting and evidence collection that highlights learner growth, reflection, and products from authentic and experiential learning. Portfolios may include digital and/or physical evidence based on the learning experience and will provide opportunities for learners to reflect on progress and showcase growth over time.

Strategy's Expected Result/Impact: Showcasing Learner Growth

- Learners collect and showcase evidence of their learning, processes, products, and authentic experiences.
- Portfolios demonstrate growth over time through a variety of digital and/or physical evidence.

Enhanced Learner Ownership & Reflection

- Learners take ownership of their learning by selecting, organizing, and reflecting on evidence of growth.
- Learners build confidence and pride as they share progress and accomplishments with others.

Flexible Documentation of Learning

- Educators and learners select portfolio formats that best match the learning experience, including physical, digital, or blended options.
- Portfolio evidence supports goal setting, reflection, and documentation of learner growth.

Family & Community Connection

- Portfolios provide families with a meaningful view of learner progress and accomplishments.
- Sharing evidence of learning strengthens school-home connections and celebrates learner growth.

Staff Responsible for Monitoring: Campus Administrators

Educators

Campus Support Personnel

Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 1, 2

Formative Reviews

November

February

April

June

Strategy 2

Promote inquiry-based, hands-on learning experiences and Challenge-Based Learning (CBL) solutions by engaging learners in authentic, real-world problem solving. Educators will assess understanding through multiple measures and provide opportunities for learners to demonstrate mastery using hands-on activities, digital tools, and innovative practices. A strong emphasis will be placed on communicating and showcasing these learning experiences to families and the wider community.

Strategy's Expected Result/Impact: Deeper Student Learning & Engagement

- Learners develop critical thinking, creativity, and problem-solving skills through inquiry-based and hands-on experiences.
- Increased engagement as students see relevance in applying knowledge to real-world contexts.

Varied Assessment of Understanding

- Educators use multiple measures to assess learning, giving a fuller picture of student growth.
- Learners demonstrate mastery through products, performances, digital and/or physical portfolios, and innovative practices.

Stronger Communication & Family Involvement

- Families and the community gain insight into student learning through showcases, portfolios, and events.
- Strengthened home-school partnerships as families celebrate learner growth and creativity.

Collaborative Problem-Solving

- Challenge-Based Learning (CBL) equips learners with the skills to design solutions for authentic challenges.
- Students build confidence and leadership by applying their learning to impact their community.

Long-Term Academic & Social Growth

- Improved learner outcomes across content areas through active engagement and application.
- Growth in communication, collaboration, and innovation skills prepares learners for future success.

Staff Responsible for Monitoring: Campus Administrators
Educators
Campus Support Personnel

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

November February April June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.	Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichment,
2	There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.	Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is a need to continue strengthening the intentional and balanced use of technology within instruction so learners experience an appropriate balance of digital tools, hands-on learning, collaboration, dialogue, and social interaction.	As a 1:1 campus, Lee has many opportunities to integrate technology into learning. Continued guidance and shared expectations are needed to ensure technology is used purposefully and balanced with hands-on, collaborative, and relationship-centered learning experiences.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 There is a need to continue strengthening opportunities for meaningful family engagement and participation in school activities and learning.	Family Engagement increased 14 points from the previous survey but remains the lowest-rated family survey topic at 39% favorable. In-person meetings with teachers and opportunities to help at school were identified as areas where family participation remains lower.
2 There is a need to continue helping families understand how Lee balances hands-on learning, collaboration, and purposeful technology integration within instruction.	Families may not always have visibility into when and why technology is used during the school day, the Technology TEKS that guide instruction, or how technology is balanced with hands-on and collaborative learning. Continued communication and family resources can strengthen understanding and support healthy technology habits at home.

Performance Objective 3

At Lee Elementary, we will intentionally balance the use of technology with hands-on learning, collaboration, dialogue, and social interaction. Technology will be used purposefully to support the Technology TEKS, critical thinking, creativity, digital citizenship, and differentiated learning experiences for all learners.

Evaluation Data Source: - Lesson Design

- TTESS Observation and Walkthrough data

- Digital citizenship trainings and resources for families, learners and staff

Strategy 1

Provide ongoing professional learning and lesson design support that emphasizes the intentional and balanced use of digital learning tools aligned to the Technology TEKS and CISD Technology Framework. Educators will intentionally select technology when it enhances learning while also

providing hands-on, collaborative, and socially interactive learning experiences. Digital citizenship will be embedded throughout instruction to support responsible and purposeful technology use.

- Strategy's Expected Result/Impact:** Enhanced Instructional Practices
- Educators intentionally embed digital tools aligned to the updated Technology TEKS.
 - Lesson design reflects a balance between technology use and hands-on learning experiences.

- Personalized Learning
- Teachers use learner data to design instruction that meets individual student needs.
 - Learners engage in more targeted, meaningful, and differentiated learning opportunities.

- Increased Student Engagement & Growth
- Students actively participate in technology-rich and hands-on experiences that promote creativity, collaboration, and problem-solving.
 - Improved academic outcomes across content areas through personalized approaches.

- Teacher Capacity & Confidence
- Educators gain confidence in selecting and implementing appropriate digital tools to enhance instruction.
 - Shared best practices strengthen consistency across classrooms and grade levels.

- Future-Ready Learners
- Students build digital literacy, adaptability, and critical thinking skills necessary for success in future academic and career settings.

Staff Responsible for Monitoring: Campus Administrators
Educators
Campus Support Personnel

Problem Statements: School Processes & Programs 1

Formative Reviews

November February April June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is a need to continue strengthening the intentional and balanced use of technology within instruction so learners experience an appropriate balance of digital tools, hands-on learning, collaboration, dialogue, and social interaction.	As a 1:1 campus, Lee has many opportunities to integrate technology into learning. Continued guidance and shared expectations are needed to ensure technology is used purposefully and balanced with hands-on, collaborative, and relationship-centered learning experiences.

Performance Objective 4

Lee Elementary will strengthen systems that support educator growth, development, and retention while

building staff capacity to meet the needs of all learners.

- Evaluation Data Source:** -Mentor/mentee meeting documentation
-New staff feedback
-Staff retention data
-T-TESS walkthrough and observation data

Strategy 1

Continue to strengthen mentor training and support systems for new staff at Lee by providing intentional, campus-specific onboarding for both first- and second-year team members, ensuring alignment to campus structures and contributing to overall learner and staff growth and retention.

- Strategy's Expected Result/Impact:** Stronger Staff Retention & Satisfaction
- New staff feel welcomed, supported, and connected to Lee's culture and expectations.
 - Increased job satisfaction leads to higher retention of quality educators.

- Consistent Implementation of Campus Structures
- First- and second-year staff demonstrate confidence in applying Lee's systems, routines, and instructional practices.
 - Greater consistency across classrooms and grade levels benefits learners and families.

- Professional Growth & Capacity Building
- Staff build skills and confidence through mentoring, coaching, and structured support.
 - New educators transition more quickly from "survival" to effectiveness, accelerating their professional growth.

- Positive Impact on Learners
- Learners experience smoother classroom environments and stronger instructional practices.
 - Improved academic, social, and behavioral outcomes tied to effective teaching and consistent expectations.

- Collaborative Culture
- A stronger sense of community and teamwork among staff, with mentors and new teachers learning from one another.
 - Sustained culture of growth mindset and collective responsibility for learner success.

Staff Responsible for Monitoring: Campus Administrators
Educators
Campus Support Personnel

Problem Statements: Student Learning 1

Formative Reviews

November	February	April	June
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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichment,

Goal 3

Safety, Wellness and Belonging: We as CISD, will create physically secure and emotionally safe environments which allow others to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1

Lee Elementary will use current and new curriculum documents, attend training, and implement specific programs and supports for counseling and social-emotional learning, mental health, and drug/alcohol awareness.

Evaluation Data Source: - Panorama Data

- Learner Achievement Data
- Counselor Data

Strategy 1

Strengthen implementation of the state-required Health TEKS by providing ongoing curriculum support and staff training. This will include instruction and resources on mental health conditions, substance abuse prevention, emotional regulation, positive relationship skills, responsible decision-making, and suicide prevention (including awareness of risk factors and warning signs).

Strategy's Expected Result/Impact: Improved Student Well-Being

- Learners build skills to manage emotions, make responsible decisions, and establish positive relationships.
- Increased awareness and resilience reduces risk-taking behaviors related to substance use or unsafe choices.

Early Identification & Prevention

- Students and staff are better able to recognize signs of mental health concerns, substance abuse, and suicide-related risk factors.
- Timely interventions support student safety and well-being.

Stronger Staff Capacity

- Educators are equipped with the knowledge and confidence to implement Health TEKS effectively.
- Staff consistently provide accurate information and supportive strategies aligned to state requirements.

Positive Campus Climate

- A safer, more supportive school environment where social-emotional learning is embedded in daily practice.
- Reduced incidents of conflict and improved learner connections to peers and adults.

Family & Community Trust

- Transparent communication with families, including opt-in procedures, builds trust and engagement in sensitive health topics.
- Stronger partnerships between school, families, and community resources to support whole-child development.

Staff Responsible for Monitoring: Campus Administrators

Educators

Campus Support Personnel

Problem Statements: Perceptions 3

Formative Reviews

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Strategy 2

Host an annual Health Fair for 4th and 5th grade learners that focuses on social-emotional learning (SEL), mental health awareness, Health TEKS, and personal care. The fair will include interactive sessions and expert-led presentations from fitness specialists, nutritionists, and health professionals to equip learners with knowledge and skills that support overall well-being, healthy lifestyle choices, and lifelong habits of self-care.

Strategy's Expected Result/Impact: Improved Student Health & Wellness

- Learners gain practical knowledge about nutrition, fitness, and personal grooming to support healthy daily habits.
- Increased student awareness of the connection between physical health, mental health, and academic success.

Social-Emotional Growth

- Learners strengthen skills in self-regulation, resilience, and positive decision-making through SEL-focused sessions.
- Reduced stigma around discussing mental health and seeking help when needed.

Exposure to Community Experts

- Fitness specialists, nutritionists, and health professionals provide authentic, real-world connections.
- Learners are empowered with accurate information and strategies they can apply immediately.

Alignment to Health TEKS

- Health Fair topics directly reinforce state standards, ensuring compliance and intentional instruction.
- Learners demonstrate increased understanding of safety, wellness, and health-related decision-making.

Family & Community Engagement

- Opportunities for families to access resources shared during the Health Fair.
- Strengthened partnerships between Lee Elementary and local health and wellness organizations.

Staff Responsible for Monitoring: Campus Administrators

Educators

Campus Support Personnel

Problem Statements: Perceptions 3

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.	Family Panorama results show School Safety remains strong at 87% favorable and above the 90th percentile nationally; however, the score declined 4 points from the previous survey, with increased concern about violence identified as an area for continued attention.

Performance Objective 2

Lee Elementary will continue to communicate systems and provide intentional training that support positive relationships, aligned behavior and discipline practices, and a safe and responsive learning environment for all learners and staff.

Evaluation Data Source: -Discipline and behavior data

- Panorama data
- Bullying and threat assessment data
- Safety and security drill documentation
- Staff training documentation

Strategy 1

Lee Elementary will strengthen consistent behavior and discipline practices through the use of the Lee Behavior Matrix, restorative practices, and aligned district procedures. Staff will regularly review discipline, behavior, bullying, and threat assessment data to identify trends, monitor learner growth, and implement proactive interventions and targeted supports that promote a safe and supportive learning environment.

Strategy's Expected Result/Impact: Safer Learning Environment

- Reduction in incidents related to discipline, bullying, and threats through proactive supports.
- Learners feel safe, respected, and supported across all campus settings.

Data-Driven Interventions

- Discipline and behavior data is consistently reviewed and used to guide responsive practices.
- Targeted supports are implemented for individual learners and groups based on identified needs.

Consistency & Compliance

- Staff demonstrate clear alignment with district practices and state requirements.
- Increased consistency in handling discipline and behavior across grade levels.

Improved Student Behavior & Social-Emotional Growth

- Learners show growth in conflict resolution, self-regulation, and responsible decision-making.
- Fewer repeat behavior incidents as restorative and preventative practices are applied.

Family & Community Partnership

- Parents are engaged in addressing behavioral concerns and supporting learner growth.
- Strengthened trust between school and community through transparency and consistent practices.

Staff Responsible for Monitoring: Campus Administrators
Educators
Campus Support Personnel

Problem Statements: Perceptions 3

Formative Reviews

November **February** **April** **June**

Strategy 2

Conduct all required safety drills at Lee Elementary and provide targeted training for staff and learners on safety procedures. Regularly review state requirements and recommendations to identify and implement additional safety supports as needed, and maintain transparent communication with stakeholders by notifying them when drills take place.

- Strategy's Expected Result/Impact:** Prepared Staff & Learners
- All staff and students demonstrate confidence and readiness in responding to safety drills and emergencies.
 - Roles, responsibilities, and procedures are clearly understood across the campus.

- Compliance & Continuous Improvement
- All drills meet or exceed state-mandated safety requirements.
 - Ongoing review ensures emerging safety needs and recommendations are addressed promptly.

- Enhanced Stakeholder Trust
- Families and community members are informed when drills occur, reinforcing transparency and accountability.
 - Parents feel greater confidence knowing the school prioritizes safety and keeps them in the loop.

- Positive Campus Climate
- A culture of safety and preparedness fosters a secure environment where learners feel protected.
 - Consistent communication and training strengthen collective responsibility for safety across the FamILEE community.

Staff Responsible for Monitoring: Campus Administrators
Staff

Problem Statements: Perceptions 3

Formative Reviews

November **February** **April** **June**

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.	Family Panorama results show School Safety remains strong at 87% favorable and above the 90th percentile nationally; however, the score declined 4 points from the previous survey, with increased concern about violence identified as an area for continued attention.

Performance Objective 3

Lee Elementary will strengthen systems for monitoring and supporting learner attendance and sense of belonging through timely communication, targeted interventions, and partnerships with families.

Evaluation Data Source: -Campus attendance and ADA data

-Chronic absenteeism data

-MTSS and Attendance intervention plan documentation

-Family communication regarding attendance

Strategy 1

Strengthen systems for monitoring learner attendance by improving communication with families and developing intentional intervention plans for learners with attendance concerns. Use attendance data and available district resources to identify needs, provide targeted supports, and promote a positive culture of attendance through campus communication, recognition, and family partnerships.

Strategy's Expected Result/Impact: Improved Learner Attendance

-Increase in overall learner attendance rates.

-Reduction in chronic absenteeism across grade levels.

Targeted Support for Learners

-Early identification of attendance concerns allows for timely intervention.

-Individualized attendance intervention plans support families in addressing barriers to consistent attendance.

Stronger Family Partnerships

-Families receive timely communication about attendance concerns and understand the impact of attendance on learning.

-Families collaborate with staff to problem-solve and support consistent attendance.

Positive Campus Culture

-Attendance is promoted and recognized as a shared campus value.

Data-Informed Practices

-Attendance data is monitored regularly to identify trends, evaluate interventions, and adjust supports as needed.

Staff Responsible for Monitoring: Campus Administrators
Campus counselor
Educators

Problem Statements: School Processes & Programs 2

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Although Lee maintains a strong overall attendance rate, chronic absenteeism continues to be concentrated in the primary grades, particularly Kindergarten and 1st grade.	Kindergarten and 1st grade learners accounted for 48% of all chronically absent learners in 2025-26, with Kindergarten having the highest number. Continued early communication, monitoring, family partnership, and targeted interventions are needed to establish consistent attendance patterns.

Performance Objective 4

Lee Elementary will strengthen meaningful family engagement and two-way communication by providing varied opportunities for families to participate in school activities, learning, and campus partnerships.

- Evaluation Data Source:** -Family Panorama Survey data
-Participation/attendance at family engagement events
-ParentSquare and other family communication records
-Family feedback from campus events or surveys

Strategy 1

Strengthen meaningful family engagement by providing varied opportunities for families to connect with learning and the school community. Lee educators will maintain regular, positive communication with families and the campus will provide schoolwide opportunities for participation, while using tools such as ParentSquare, newsletters, social media, and the campus website to share learning, celebrations, and important campus information.

Strategy's Expected Result/Impact: Stronger Family Engagement
-Families have varied opportunities to participate in school activities, learning experiences, and campus events.
-Family participation and connection to the school community increase over time.

Consistent Communication & Trust
-Families receive clear, timely, and positive communication about learning, celebrations, and campus information.
-Stronger communication builds trust and supports positive home-school relationships.

Meaningful School-Family Partnerships
-Families feel welcomed, informed, and connected to Lee.
-Family feedback and participation help guide continued improvement of campus engagement practices.

Staff Responsible for Monitoring: Campus Administrators
Educators
Campus Support Personnel

Problem Statements: Perceptions 1, 2

Formative Reviews

November February April June

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to continue strengthening opportunities for meaningful family engagement and participation in school activities and learning.	Family Engagement increased 14 points from the previous survey but remains the lowest-rated family survey topic at 39% favorable. In-person meetings with teachers and opportunities to help at school were identified as areas where family participation remains lower.
2	There is a need to continue helping families understand how Lee balances hands-on learning, collaboration, and purposeful technology integration within instruction.	Families may not always have visibility into when and why technology is used during the school day, the Technology TEKS that guide instruction, or how technology is balanced with hands-on and collaborative learning. Continued communication and family resources can strengthen understanding and support healthy technology habits at home.



State Compensatory Education

State Compensatory

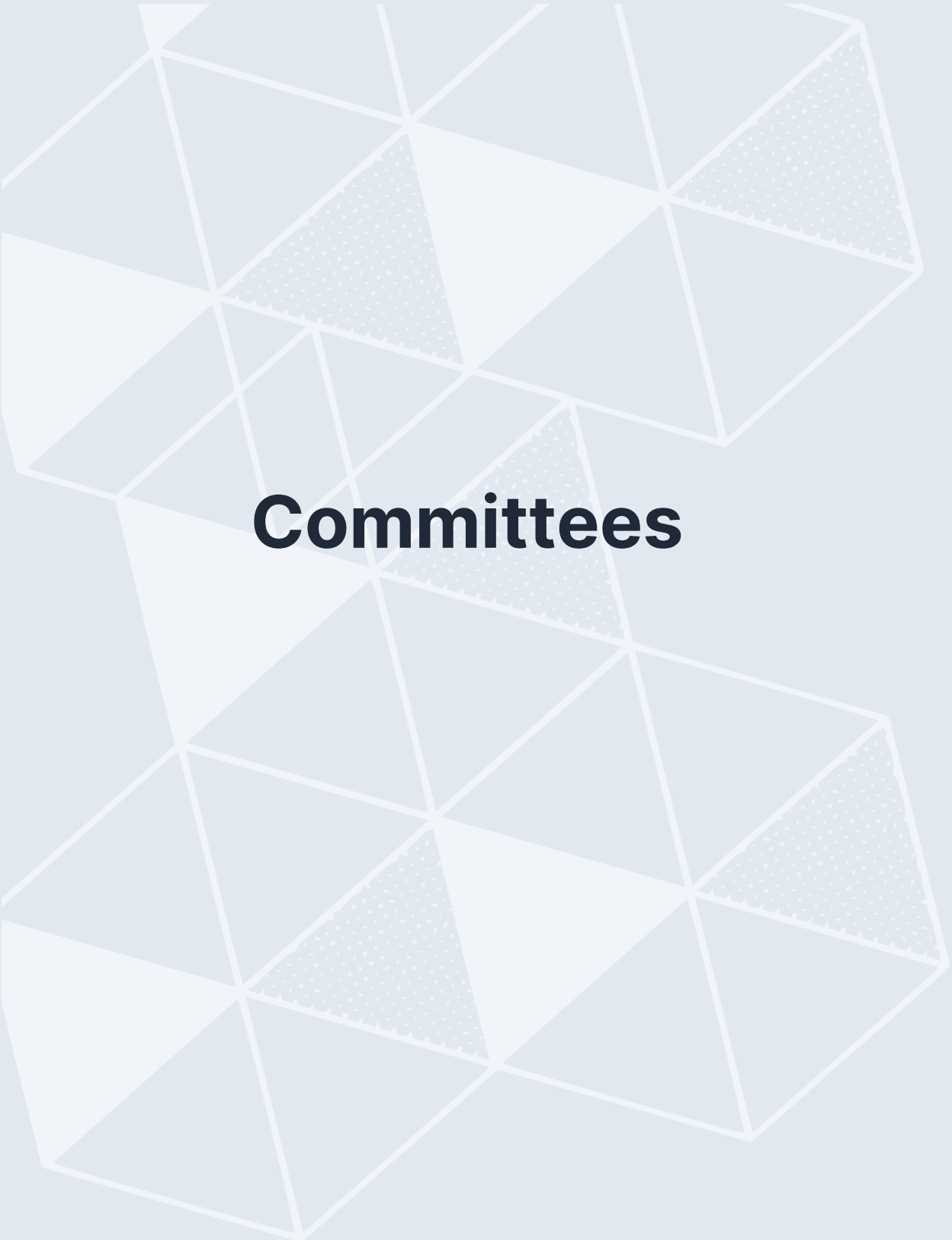
Budget for Richard J. Lee Elementary

Total SCE Funds: \$5,496.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

-Extra Duty Pay for Tutoring- Tutors will work with At-Risk students before or after school for no more than 60 mins at a time in Reading and Math. -Subs for Planning Days- Educators will spend the day reviewing student work, analyzing data, and developing lessons, activities, and assessments for upcoming content. -Intervention Materials to support instruction with learners on Tier 2 & 3



Committees

Committees

A Site Based Committee

Members

First Name	Last Name	Position	Committee Role
Dwight	Goodwin	Executive Director of Tech. Services	District Member
Chantel	Kastrounis	Principal	Administrator
Angel	Buchanan	Assistant Principal	Administrator
Angela	Garvin	Counselor	Non-classroom Professional
Taylor	Osborn	Kindergarten Designer	Classroom Teacher
Brittany	Gandy	First Grade Designer	Classroom Teacher
Chandana	Mohite	Second Grade Designer	Classroom Teacher
Kristi	Howard	Third Grade Designer	Classroom Teacher
Stormi	Lamb	Fourth Grade Designer	Classroom Teacher
Laura	Jennings	Fifth Grade Designer	Classroom Teacher
Linda	Hoffmann	Music Designer	Non-classroom Professional
Rikki	Mundhada	Special Education Designer	Classroom Teacher
Shayla	Fortenberry	Learning Coach	Learning Coach
Gareth	Hughes	Glitch & Company	Community Representative
Ayesha	Khan	Parent	Parent



Funding Summary

Funding Summary

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention materials to support instruction for learners on Tier 2 and 3	199-11-6399-00-112-24-000	\$2,196.00
1	2	2	Subs for planning days - educators will spend the day to review data to inform instruction	199-11-6112-00-112-24-000	\$2,000.00
1	2	3	Extra Duty Pay for tutoring At-risk students in reading and math	199-11-6118-00-112-24-000	\$1,300.00
				Sub-Total	\$5,496.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Carrie Boyle	8/17/2026
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	12/15/2025	Carrie Boyle	8/17/2026
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Carrie Boyle	8/17/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Carrie Boyle	8/17/2026
Dropout Prevention	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/19/2026
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Carrie Boyle	8/19/2026
Post-Secondary Preparedness	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	11/12/2025	Carrie Boyle	8/19/2026
Job Description for Peace Officers, Resource				

Officers & Security Personnel				
Texas Behavior Support Initiative (TBSI)	Executive Director of Intervention Services	11/12/2025	Carrie Boyle	8/19/2026