

Manor Independent School District



Presidential Meadows Elementary

Accountability Rating: F

2026-2027 Campus Improvement Plan

Mission Statement

At Presidential Meadows, we educate and shape students by focusing on diversity, academic rigor, and self-reflection to help students become active, compassionate, lifelong learners who take ownership of their environment, respect differences among all people, and are prepared to contribute to a global society.

Manor ISD Mission: Empower each student to excel every day.

Strategic Priorities:

The 2027–2032 Strategic Plan is organized around seven strategic pillars:

- Teaching & Learning: Academic Achievement
- Teaching & Learning: Professional Development
- Human Resources
- Communications
- Safety & Culture
- Operations
- Finance

District Student Outcome Goals (2-year plan)

- SOG 1: The percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Reading will increase from 25% to 53% by June 2028.
- SOG 2: The percentage of 3rd-grade students who score Meets Grade Level or above on STAAR Math will increase from 19% to 47% by June 2028.
- SOG 3: The percentage of graduates who meet the criteria for CCMR will increase from 55% for the Class of 2023 to 90% by the Class of 2028.

Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

Core Values

Respect
Student Success
Integrity
Responsibility
Accountability
Support

Goal 1: Be the district of choice in the Texas Region based on student success

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Goal 4: Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

Value Statement

At Presidential Meadows, *Together*, we will provide a rigorous, yet relevant, high-quality instructional program, producing well educated, balanced, collaborators who are technologically prepared for the 21st century and contribute to society in all aspects.

Our focus is on **Every EAGLE, Everyday!**

We **S**TRIVE for our best.

We **O**PERATE with pride.

We **A**GREE to be positive.

We **R**ESPECT ourselves, others, and our school.

We **SOAR!!!**

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Presidential Meadows Elementary conducted a comprehensive needs assessment using multiple data sources, including student demographics, academic achievement, attendance, special program data, employee perception surveys, staffing information, and parent and community feedback. The campus serves 607 students in Pre-K through fifth grade, with 70.18% identified as economically disadvantaged, 81.38% identified as at risk, 44.98% identified as emergent bilingual, and 13.51% receiving special education services. These demographics reinforce the need for strong Tier I instruction, targeted intervention, differentiated supports, and equitable access to rigorous learning opportunities.

Student achievement data identified Reading Language Arts as a relative area of strength, particularly in fourth grade, while mathematics and fifth-grade science remain significant areas for improvement. Fifth-grade science demonstrated the greatest academic need, with 73% of students performing at Did Not Meet and only 3% achieving Meets Grade Level or above. Academic data also demonstrate a need to increase the percentage of students reaching Meets and Masters across content areas.

The needs assessment identified staffing stability and instructional capacity as important factors affecting student outcomes. During the previous school year, significant staffing and leadership transitions, gaps in key support positions, varying levels of elementary instructional experience, and shortages within specialized programs contributed to inconsistencies in instructional and student support systems. Particular needs were identified in bilingual/EB services, special education, science instruction, intervention, and campus-wide instructional support. For 2026–27, the campus has strengthened its leadership and support structure to increase instructional coaching, intervention, staff development, family engagement, and consistent implementation of campus systems.

Attendance also remains an area for continued attention, with current attendance at 94.6% and chronic absenteeism at 14%. The campus will continue working with students and families to reduce barriers to attendance and increase consistent access to instruction.

Perception data reflect positive stakeholder confidence in campus leadership and direction. Employee survey results showed that 87% of staff viewed the principal as effective at leading the campus toward its goals, 91% reported being treated with respect, and 89% reported receiving the information they needed from campus leaders. Opportunities for improvement were identified in staff recognition and professional feedback: 61% reported receiving recent recognition or praise, and 61% reported having conversations with their supervisor about their progress.

The 2026–27 improvement process will focus on strengthening instructional systems, increasing student achievement, supporting special populations, improving attendance, developing and retaining high-quality staff, strengthening communication and family partnerships, and ensuring campus resources are strategically aligned to identified student needs. The campus will use ongoing progress monitoring and stakeholder input throughout the year to evaluate implementation, identify areas requiring adjustment, and ensure continuous improvement.

Demographics

Summary

Presidential Meadows Elementary serves a diverse student population of 607 students in Early Education through fifth grade. The student population is 56.67% Hispanic/Latino, 26.19% Black/African American, 8.24% White, 6.26% Asian, and approximately 2.6% representing other racial and ethnic groups.

PME serves a high-needs student population, with 70.18% of students identified as economically disadvantaged, 81.38% as at risk, and 44.98% as emergent bilinguals. Additionally, 13.51% of students receive special education services, 8.40% are identified as gifted and talented, and 2.14% are identified with dyslexia.

The campus also serves a significant early childhood population, with 116 Pre-K students representing 19.11% of total enrollment. These demographics highlight the need for strong Tier 1 instruction, intentional language development, differentiated and inclusive instructional practices, early intervention, and targeted academic and behavioral supports to ensure equitable access and achievement for all students.

Our specialized programs include:

- Early Childhood Special Education (ECSE) 2 units
- Communication Life Skills (CLS) 2 units
- Functional Academics Classroom (FAC)
- Resource and Inclusion

These demographics highlight the need for intentional, differentiated instruction and targeted academic and behavioral supports to address the diverse needs of PME students. The high percentages of economically disadvantaged, at-risk, emergent bilingual, and special education students reinforce the importance of strong Tier I instruction, consistent progress monitoring, targeted intervention, and equitable access to rigorous learning opportunities.

Strengths

Dual Language Program: We offer a dual language program- two-way bilingual for students in grades Pre-K and Kindergarten and one-way for 1st through fourth. Students can pursue the academic strength of learning two languages, their native language of Spanish and English at the same time. Students are learning to read, write, listen, and speak in their native language as well as in their new language, English. Students strengthen their voice and identity in both their first and second languages. Students will learn about different cultures and develop a positive attitude towards people from different backgrounds. Students will be better prepared for the global community and job markets available to them in the future.

Gifted and Talented: We offer a gifted and talented program to help our students excel academically. Students participate in problem-based learning to acquire and develop new skills that will benefit them in their future careers.

UIL: We offer UIL opportunities to all of our students, giving them a chance to participate in a variety of academic competitions across numerous subjects. These competitions enhance critical thinking, problem-solving, and communication skills, and they encourage teamwork and collaboration.

Differentiated Instruction: Students receive differentiated instruction in the classroom based on their academic levels to improve their learning experience. Differentiation promotes a classroom culture that values diversity and encourages risk-taking, helping to build strong relationships between students and teachers to better understand students' individual needs and motivations. It offers choices and fosters autonomy, allowing students to take ownership of their learning through tailored instruction that enables them to progress at their own pace, resulting in better outcomes.

Choir: Joining choir offers many benefits, such as appreciating the arts, developing musical skills, improving teamwork and collaboration, and providing opportunities for personal expression. It can also boost social connections and give a sense of

belonging. Moreover, choir participation supports emotional health and enhances cognitive skills like memory and attention.

After School Programs: We provide our students with extended enrichment programs through the Boys & Girls Club and the YMCA, offering homework assistance, physical activity, nutrition advice, and healthy meals.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Grade 5 Math STAAR data show that 5% of Emergent Bilingual students achieved Meets Grade Level or above compared with 16% of non-EB students, an 11-percentage-point achievement gap.	Inconsistent access to appropriately qualified bilingual staff, combined with varying levels of teacher experience and effectiveness in bilingual instruction, resulted in inconsistent implementation of language supports and rigorous grade-level instruction for emergent bilingual students.
2★ Students receiving special education services demonstrated significantly lower STAAR achievement than their non-special education peers, with approximately 3% achieving Meets Grade Level or above compared with approximately 31% of students not receiving special education services, representing an achievement gap of approximately 28 percentage points across reported STAAR assessments.	Staffing shortages within special education, varying levels of teacher experience and certification, and competing campus support needs contributed to inconsistencies in the delivery of specialized instruction, inclusion services, and individualized student supports.

★ = Priority

Student Learning

Summary

STAAR Reading 3rd -5th Results 2025 & 2026

3RD GRADE	% DNM	%Appr	%Meet	%Mstr
2026	45%	55%	24%	7%
2025	35%	33%	22%	11%

Total Testers 2026 - 74

Total Testers 2025- 92

4TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	31%	69%	32%	12%
2025	31%	33%	29%	6%

Total Testers 2026 - 78

Total Testers 2025- 93

5TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	42%	58%	33%	12%
2025	30%	26%	23%	21%

Total Testers 2026 - 87

Total Testers 2025- 94

STAAR Math 3rd-5th Results 2024 & 2025

3RD GRADE	%DNM	%Appr	%Meet	%Mstr
2026	61%	39%	20%	8%
2025	45%	33%	22%	11%

Total Testers 2026 - 74

Total Testers 2025- 93

4TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	53%	47%	36%	13%
2025	54%	20%	13%	13%

Total Testers 2026 - 78

Total Testers 2025- 94

5TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	53%	47%	15%	2%
2025	43%	31%	18%	8%

Total Testers 2026 - 91

Total Testers 2025- 96

STAAR Science 5th Results 2024 & 2025

5TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	73%	27%	3%	1%
2025	61%	29%	7%	2%

Total Testers 2026 - 92

Total Testers 2025- 96

Overall Accountability Scores

The 2026 Accountability Report Card, Presidential Meadows Elementary received a projected Overall Score of 57

The 2025 Accountability Report Card, Presidential Meadows Elementary received an Overall Score of 68

Strengths

Student learning data indicate that Reading Language Arts is a relative strength for Presidential Meadows Elementary, particularly in fourth grade, where 69% of students achieved Approaches Grade Level or above. Fourth-grade students also demonstrated stronger performance at the Meets and Masters levels. Fifth-grade RLA showed additional evidence of strength, with 58% achieving Approaches or above and 33% achieving Meets or above. Overall, RLA performance exceeded mathematics performance across the tested grade levels, indicating that literacy instruction and student reading performance are emerging strengths on which the campus can build.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Grade 5 Math STAAR data show that 5% of Emergent Bilingual students achieved Meets Grade Level or above compared with 16% of non-EB students, an 11-percentage-point achievement gap.	Inconsistent access to appropriately qualified bilingual staff, combined with varying levels of teacher experience and effectiveness in bilingual instruction, resulted in inconsistent implementation of language supports and rigorous grade-level instruction for emergent bilingual students.
2★ Fifth-grade science achievement is significantly below grade-level expectations, with 73% of students performing at Did Not Meet and only 3% achieving Meets Grade Level or above.	Limited teacher experience with elementary science instruction, limitations in available instructional resources, and changes to instructional assignments during the school year resulted in inconsistent delivery of rigorous, standards-aligned science instruction.
3★ Students receiving special education services demonstrated significantly lower STAAR achievement than their non-special education peers, with approximately 3% achieving Meets Grade Level or above compared with approximately 31% of students not receiving special education services, representing an achievement gap of approximately 28 percentage points across reported STAAR assessments.	Staffing shortages within special education, varying levels of teacher experience and certification, and competing campus support needs contributed to inconsistencies in the delivery of specialized instruction, inclusion services, and individualized student supports.
4★ Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate	Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

★ = Priority

Perceptions

Summary

Perception data indicate that Presidential Meadows Elementary has several strengths related to school culture, collegial relationships, and leadership support. Employee survey results reflect positive perceptions of workplace safety, relationships among colleagues, teamwork, and campus leadership. Staff also identified opportunities for continued improvement in professional support, recognition, feedback, and access to resources for teachers serving special populations. Moving forward, campus leadership will continue strengthening two-way communication, staff recognition and feedback systems, professional support, and opportunities for family and staff engagement. These efforts will support a positive school culture in which students, staff, and families feel informed, valued, supported, and connected to the campus.

Strengths

Presidential Meadows Elementary demonstrates a positive campus culture characterized by strong collegial relationships, teamwork, and leadership support. Employee survey data indicate that 98% of staff like the people they work with, 89% report that their team works well together, and 89% report feeling safe in their work environment. These results reflect a strong foundation of collaboration, belonging, and a supportive campus culture

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 While overall staff perception of campus leadership was positive, with 87% of staff reporting that the principal effectively led the campus toward its goals and 91% reporting respectful treatment, only 61% reported receiving recent recognition or praise and 61% reported having conversations with their supervisor about their progress, indicating a need for more consistent systems.	Significant staffing and leadership transitions, including gaps in key campus leadership and support positions, limited the campus's capacity to establish consistent systems for staff recognition, feedback, professional support, and shared leadership throughout the school year.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

2★

Fifth-grade science achievement is significantly below grade-level expectations, with 73% of students performing at Did Not Meet and only 3% achieving Meets Grade Level or above.

Limited teacher experience with elementary science instruction, limitations in available instructional resources, and changes to instructional assignments during the school year resulted in inconsistent delivery of rigorous, standards-aligned science instruction.

3★

Students receiving special education services demonstrated significantly lower STAAR achievement than their non-special education peers, with approximately 3% achieving Meets Grade Level or above compared with approximately 31% of students not receiving special education services, representing an achievement gap of approximately 28 percentage points across reported STAAR assessments.

Staffing shortages within special education, varying levels of teacher experience and certification, and competing campus support needs contributed to inconsistencies in the delivery of specialized instruction, inclusion services, and individualized student supports.

4★

Grade 5 Math STAAR data show that 5% of Emergent Bilingual students achieved Meets Grade Level or above compared with 16% of non-EB students, an 11-percentage-point achievement gap.

Inconsistent access to appropriately qualified bilingual staff, combined with varying levels of teacher experience and effectiveness in bilingual instruction, resulted in inconsistent implementation of language supports and rigorous grade-level instruction for emergent bilingual students.

★ = 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
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments

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

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Enrollment trends

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Campus leadership data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent and community partnership data



Goals

Goal 1

By 2032, 95% of Manor ISD students will graduate prepared for college, career, trade, and/or military service based upon their individual goals.

Performance Objective 1 High Priority HB3 Goal

By June 2027, Presidential Meadows Elementary will increase the percentage of students achieving Meets Grade Level or above on STAAR Mathematics from 20% to 30% in Grade 3, from 36% to 46% in Grade 4, and from 15% to 25% in Grade 5.

Evaluation Data Source: District assessments
Progress monitoring programs
Data Checklists

Strategy 1

All Pre-K-5 teachers will consistently implement district-adopted high-quality instructional materials (HQIM) with fidelity during Tier I mathematics instruction, small-group instruction, and intervention, providing rigorous, standards-aligned learning experiences.

Strategy's Expected Result/Impact: Increased consistency and fidelity of HQIM implementation across classrooms, resulting in stronger Tier I instruction, improved student mastery of grade-level standards, and increased student performance on formative, interim, and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Interventionist, and Grade-Level Team Leads

Problem Statements: Demographics 1 - Student Achievement 4 - Student Learning 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 2

Teachers and instructional leaders will utilize formative, interim, and benchmark mathematics assessment data during PLCs and data meetings to identify student learning gaps, monitor progress, and provide timely, targeted intervention and enrichment aligned to HQIM and grade-level standards.

Strategy's Expected Result/Impact: Student learning gaps will be identified and addressed in a timely manner, resulting in measurable student growth, increased mastery of grade-level mathematics standards, and a minimum 10-percentage-point increase in students achieving Meets Grade Level or above on STAAR Mathematics in each tested grade level.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Interventionist, Grade-Level Team Leads, and Classroom Teachers

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs
3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 3

The instructional coach and campus leadership team will provide ongoing coaching, modeling, collaborative planning, classroom feedback, and professional learning to strengthen teachers' implementation of effective mathematics instructional practices and HQIM.

Strategy's Expected Result/Impact: Increased teacher capacity and instructional effectiveness will result in stronger Tier I mathematics instruction, increased student engagement and mastery of grade-level standards, and measurable student growth throughout the school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade-Level Team Leads

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs
3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Grade 5 Math STAAR data show that 5% of Emergent Bilingual students achieved Meets Grade Level or above compared with 16% of non-EB students, an 11-percentage-point achievement gap.

Inconsistent access to appropriately qualified bilingual staff, combined with varying levels of teacher experience and effectiveness in bilingual instruction, resulted in inconsistent implementation of language supports and rigorous grade-level instruction for emergent bilingual students.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

4

Grade 5 Math STAAR data show that 5% of Emergent Bilingual students achieved Meets Grade Level or above compared with 16% of non-EB students, an 11-percentage-point achievement gap.

Inconsistent access to appropriately qualified bilingual staff, combined with varying levels of teacher experience and effectiveness in bilingual instruction, resulted in inconsistent implementation of language supports and rigorous grade-level instruction for emergent bilingual students.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Grade 5 Math STAAR data show that 5% of Emergent Bilingual students achieved Meets Grade Level or above compared with 16% of non-EB students, an 11-percentage-point achievement gap.

Inconsistent access to appropriately qualified bilingual staff, combined with varying levels of teacher experience and effectiveness in bilingual instruction, resulted in inconsistent implementation of language supports and rigorous grade-level instruction for emergent bilingual students.

4

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Grade 5 Math STAAR data show that 5% of Emergent Bilingual students achieved Meets Grade Level or above compared with 16% of non-EB students, an 11-percentage-point achievement gap.

Inconsistent access to appropriately qualified bilingual staff, combined with varying levels of teacher experience and effectiveness in bilingual instruction, resulted in inconsistent implementation of language supports and rigorous grade-level instruction for emergent bilingual students.

3

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
2 Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate	Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.
3 Grade 5 Math STAAR data show that 5% of Emergent Bilingual students achieved Meets Grade Level or above compared with 16% of non-EB students, an 11-percentage-point achievement gap.	Inconsistent access to appropriately qualified bilingual staff, combined with varying levels of teacher experience and effectiveness in bilingual instruction, resulted in inconsistent implementation of language supports and rigorous grade-level instruction for emergent bilingual students.

Performance Objective 2 High Priority

By May 2027, Presidential Meadows Elementary will increase the percentage of fifth-grade students achieving Meets Grade Level or above on STAAR Science from 3% in Spring 2026 to at least 13% in Spring 2027.

Evaluation Data Source: District assessments
Progress monitoring programs
Data Checklists

Strategy 1

Teachers will consistently implement district-adopted high-quality instructional materials (HQIM) with fidelity during science instruction to provide rigorous, standards-aligned learning experiences that ensure students have access to grade-level TEKS and assessed curriculum.

Strategy's Expected Result/Impact: Consistent implementation of HQIM will strengthen Tier I science instruction and increase student mastery of grade-level science standards, resulting in improved performance on formative, interim, and state assessments and an increase in the percentage of fifth-grade students achieving Meets Grade Level or above on STAAR Science from 3% to at least 13%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 5th-Grade Science Teacher, and Grade-Level Team Lead

Problem Statements: Student Achievement 1 - Student Learning 2 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 2

The instructional coach and campus leadership team will provide targeted coaching, modeling, collaborative planning, and feedback to strengthen teachers' implementation of effective science instructional practices and support continuous student growth.

Strategy's Expected Result/Impact: Increased teacher capacity and instructional effectiveness will result in stronger Tier I science instruction, timely response to student learning needs, and measurable student growth on formative, interim, and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 5th-Grade Science Teacher, and Grade-Level Team Lead

Problem Statements: Student Achievement 1 - Student Learning 2 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 3

Teachers and instructional leaders will regularly analyze formative, interim, and benchmark science assessment data to identify standards requiring additional support and to provide targeted reteaching, intervention, and enrichment aligned with HQIM and grade-level TEKS.

Strategy's Expected Result/Impact: Frequent progress monitoring and targeted instructional response will reduce identified learning gaps and increase the number of fifth-grade students achieving Meets Grade Level or above on STAAR Science from 3% to at least 13%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Interventionist, 5th-Grade Science Teacher, Grade-Level Team Lead

Problem Statements: Student Achievement 1 - Student Learning 2 - School Processes & Programs 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Fifth-grade science achievement is significantly below grade-level expectations, with 73% of students performing at Did Not Meet and only 3% achieving Meets Grade Level or above.

Limited teacher experience with elementary science instruction, limitations in available instructional resources, and changes to instructional assignments during the school year resulted in inconsistent delivery of rigorous, standards-aligned science instruction.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Fifth-grade science achievement is significantly below grade-level expectations, with 73% of students performing at Did Not Meet and only 3% achieving Meets Grade Level or above.

Limited teacher experience with elementary science instruction, limitations in available instructional resources, and changes to instructional assignments during the school year resulted in inconsistent delivery of rigorous, standards-aligned science instruction.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Fifth-grade science achievement is significantly below grade-level expectations, with 73% of students performing at Did Not Meet and only 3% achieving Meets Grade Level or above.

Limited teacher experience with elementary science instruction, limitations in available instructional resources, and changes to instructional assignments during the school year resulted in inconsistent delivery of rigorous, standards-aligned science instruction.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Fifth-grade science achievement is significantly below grade-level expectations, with 73% of students performing at Did Not Meet and only 3% achieving Meets Grade Level or above.	Limited teacher experience with elementary science instruction, limitations in available instructional resources, and changes to instructional assignments during the school year resulted in inconsistent delivery of rigorous, standards-aligned science instruction.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Fifth-grade science achievement is significantly below grade-level expectations, with 73% of students performing at Did Not Meet and only 3% achieving Meets Grade Level or above.	Limited teacher experience with elementary science instruction, limitations in available instructional resources, and changes to instructional assignments during the school year resulted in inconsistent delivery of rigorous, standards-aligned science instruction.

Performance Objective 3 High Priority HB3 Goal

By June 2027, Presidential Meadows Elementary will increase the percentage of students achieving Meets Grade Level or above on STAAR RLA from 24% to 34% in Grade 3, from 32% to 42% in Grade 4, and from 33% to 43% in Grade 5.

Evaluation Data Source: BOY, MOY, EOY- district assessments
DBAs/Interim I & II
CFAs
STAAR

Strategy 1

All Pre-K-5 teachers will consistently implement district-adopted high-quality instructional materials (HQIM) with fidelity during Tier I RLA instruction, small-group instruction, intervention, and literacy components to provide rigorous, standards-aligned instruction.

Strategy's Expected Result/Impact: Consistent implementation of HQIM will strengthen Tier I literacy instruction, increase student mastery of grade-level RLA standards, and improve performance on formative, interim, and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Interventionist, Grade-Level Team Leads, Classroom Teachers

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Teachers and instructional leaders will utilize formative, interim, benchmark, and progress-monitoring data during PLCs and data meetings to identify literacy gaps and provide targeted intervention and enrichment aligned to HQIM and grade-level standards.

Strategy's Expected Result/Impact: Student literacy needs will be identified and addressed in a timely manner, resulting in measurable growth in reading achievement and increased grade-level mastery.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Interventionist, Grade-Level Team Leads, Classroom Teachers

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Goal 2

By 2032, Presidential Meadows Elementary will retain and support high-quality staff at all levels of the campus.

Performance Objective 1 High Priority

By May 2027, Presidential Meadows Elementary will strengthen staff support and retention by increasing positive employee perception of recognition and professional feedback from the 2026 baseline of 61% to at least 75%, while providing consistent coaching, professional learning, and leadership support to build staff capacity and improve instructional effectiveness.

Evaluation Data Source: Employee Opinion Survey results, staff retention data, coaching and feedback documentation, professional learning participation data, walkthrough data, and staff feedback surveys.

Strategy 1

Campus instructional leaders will implement a consistent coaching and feedback cycle that includes classroom observations, actionable feedback, modeling, collaborative planning, and job-embedded professional learning to strengthen teacher capacity and instructional effectiveness.

Strategy's Expected Result/Impact: Teachers will receive consistent, actionable instructional support that increases professional capacity, strengthens instructional practices, and improves student learning and staff retention.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and Grade-Level Team Leads

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

Teachers will participate in ongoing professional learning and collaborative planning focused on effective implementation of district-adopted high-quality instructional materials (HQIM), grade-level standards, and evidence-based instructional practices to strengthen teacher capacity and improve student outcomes.

Strategy's Expected Result/Impact: Increased teacher knowledge, confidence, and consistency in implementing HQIM and grade-level instruction will strengthen Tier I instruction, support professional growth, and improve student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Interventionist, and Grade-Level Team Leads

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Presidential Meadows Elementary will maintain an instructional coach position to provide job-embedded coaching, modeling, collaborative planning, data analysis, and instructional support to teachers in order to strengthen instructional practices, increase teacher effectiveness, and support student growth.

Strategy's Expected Result/Impact: Consistent access to instructional coaching will increase teacher capacity, strengthen implementation of HQIM and evidence-based practices, improve instructional consistency across classrooms, and contribute to increased student growth and staff retention.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

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Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Goal 3

Through 2032, the district will implement a long-range facility planning framework that incorporates community input and promotes sustainable growth while ensuring facilities are functional and safe.

Performance Objective 1

By May 2027, Presidential Meadows Elementary will identify, document, and address campus facility, safety, and learning-environment needs through routine monitoring, stakeholder feedback, and collaboration with district departments to maintain a safe, functional, and welcoming environment for students, staff, families, and visitors.

Evaluation Data Source: Campus safety inspection data, facility work-order records, campus walkthrough documentation, safety drill documentation, stakeholder survey and feedback data, maintenance records, and documentation of identified facility needs and resolutions.

Strategy 1

Campus leadership will implement a consistent system for monitoring the safety, functionality, cleanliness, and condition of campus facilities and learning spaces, with identified concerns documented, prioritized, and communicated to appropriate district departments for timely resolution.

Strategy's Expected Result/Impact: Consistent monitoring and timely response to identified facility needs will provide students and staff with safer, more functional, and well-maintained learning environments that support daily instruction and student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Senior Administrative Assistant, Head Custodian, and District Facilities/Maintenance Personnel

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Campus leadership will maintain and strengthen schoolwide systems and procedures that promote a safe, orderly, welcoming, and student-centered learning environment, including consistent implementation and monitoring of campus safety procedures, arrival and dismissal systems, emergency preparedness, and access to appropriate learning spaces.

Strategy's Expected Result/Impact: Consistent campus-wide safety systems and procedures will reduce disruptions, strengthen stakeholder confidence in campus safety, and maximize students' access to safe and productive instructional environments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Senior Administrative Assistant, Head Custodian, and Campus Safety/District Police Personnel

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
2 Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate	Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate	Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Goal 4

By 2032, Presidential Meadows Elementary will provide transparent, consistent, and timely communication to all members of our educational community while meeting their diverse needs.

Performance Objective 1

By September 30, 2026, 100% of teachers of record will consistently use ClassDojo and other district-approved communication methods to provide timely updates to families on student learning, academic progress, classroom expectations, and campus information. The campus will maintain consistent family communication throughout the 2026-27 school year through monthly calendars and other district-approved communication platforms.

Evaluation Data Source: ClassDojo communication data, teacher communication logs, monthly campus calendars, parent-teacher conference documentation, campus communication records, and stakeholder feedback data.

Strategy 1

All teachers of record will utilize ClassDojo and other district-approved communication methods to provide families with consistent, timely, and accessible information regarding student learning, academic progress, classroom expectations, upcoming events, and opportunities for family engagement.

Strategy's Expected Result/Impact: By September 30, 2026, 100% of teachers of record will demonstrate consistent use of ClassDojo or other district-approved communication methods, resulting in increased family access to timely information and stronger school-family partnerships that support student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leads, Classroom Teachers, and Parent Liaison

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Campus leadership will maintain consistent and timely schoolwide communication with families

through monthly campus calendars, ClassDojo, social media, and other district-approved communication platforms to ensure stakeholders are informed of campus events, programs, deadlines, and opportunities for engagement.

Strategy's Expected Result/Impact: Families will have increased access to timely and consistent campus information, resulting in greater stakeholder awareness, participation, engagement, and trust in the school-community partnership.

Staff Responsible for Monitoring: Principal, Assistant Principal, Senior Administrative Assistant, Parent Liaison, and Campus Leadership Team

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Presidential Meadows Elementary will maintain a Parent Liaison position to strengthen school-family partnerships by providing families with timely campus information, connecting families to school and community resources, supporting family engagement opportunities, and helping ensure communication is accessible and responsive to the diverse needs of the school community.

Strategy's Expected Result/Impact: Increased family access to information, resources, and engagement opportunities will strengthen school-family partnerships, increase parent participation, and support consistent two-way communication between the campus and families.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Parent Liaison

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

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Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Goal 5

Presidential Meadows Elementary will demonstrate financial stewardship and efficiency through the transparent, strategic, and equitable use of Title I and other campus-allocated funds to support identified student, staff, and campus needs.

Performance Objective 1

By May 2027, Presidential Meadows Elementary will ensure that 100% of Title I and other campus-controlled expenditures are aligned to identified needs within the Comprehensive Needs Assessment and support implementation of the Campus Improvement Plan.

Evaluation Data Source: Campus budget reports, Title I expenditure reports, purchase and procurement records, Comprehensive Needs Assessment data, Campus Improvement Plan documentation, budget monitoring records, and Site-Based Decision-Making Committee documentation.

Strategy 1

Campus leadership will strategically allocate Title I and other campus-controlled funds based on identified needs within the Comprehensive Needs Assessment and Campus Improvement Plan, prioritizing resources and services that strengthen instruction, address student learning gaps, and support equitable access to learning opportunities.

Strategy's Expected Result/Impact: Campus resources will be intentionally aligned to identified student needs and improvement priorities, resulting in increased access to instructional supports, interventions, and resources designed to improve student achievement and growth.

Staff Responsible for Monitoring: Principal, Senior Administrative Assistant, Campus Leadership Team, and Site-Based Decision-Making Committee

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 2

Campus funds will be strategically utilized, as allowable, to support effective implementation of district-adopted high-quality instructional materials (HQIM), targeted intervention and enrichment, supplemental instructional resources, and professional learning aligned to identified student needs and campus academic priorities.

Strategy's Expected Result/Impact: Strategic investment in HQIM implementation, intervention, instructional resources, and professional learning will strengthen teacher capacity, increase access to targeted academic supports, and contribute to measurable student growth and increased grade-level mastery.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Interventionist, Senior Administrative Assistant, and Campus Leadership Team

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Campus leadership will routinely monitor expenditures, budget balances, and the implementation of funded strategies, incorporating stakeholder input through the Site-Based Decision-Making Committee to ensure resources remain aligned with identified campus needs and improvement priorities.

Strategy's Expected Result/Impact: Ongoing budget monitoring and stakeholder input will promote transparency, fiscal responsibility, and timely resource adjustments to ensure campus funds are used effectively to support identified student, staff, and campus needs.

Staff Responsible for Monitoring: Principal, Senior Administrative Assistant, Campus Leadership Team, and Site-Based Decision-Making Committee

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

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Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate

Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

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Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
2 Overall, approximately 23% of STAAR assessment results across tested grade levels and content areas were at Meets Grade Level or above. Performance varied across grade levels and content areas, with Meets Grade Level or above results of approximately 25% in Grade 3 RLA, 20% in Grade 3 Math, 32% in Grade 4 RLA, 36% in Grade 4 Math, 33% in Grade 5 RLA, and 15% in Grade 5 Math. These results indicate	Staffing transitions, leadership changes, and gaps in key campus support positions contributed to inconsistencies in instructional, behavioral, and student support systems needed to effectively serve the campus's high-needs student population.

Performance Objective 2 ☒ High Priority

By May 2027, Presidential Meadows Elementary will increase student attendance from 94.6% to at least 96% and decrease chronic absenteeism from 14% to 9% or lower.

Evaluation Data Source: PEIMS attendance data, Skyward attendance reports, chronic absenteeism reports, daily and weekly attendance monitoring reports, student attendance records, and parent/family contact documentation.

Strategy 1

Campus staff will implement a consistent attendance-monitoring and early-intervention system to identify students with attendance concerns, track attendance trends, and provide timely, individualized outreach and support to students and families.

Strategy's Expected Result/Impact: Early identification and intervention will reduce barriers to regular attendance, increase the campus attendance rate from 94.6% to at least 96%, and decrease chronic absenteeism from 14% to 9% or lower.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance/Registrar Staff, Parent Liaison

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

The campus will strengthen family engagement and attendance awareness through consistent communication, parent education, and collaboration with families to reinforce the connection between regular attendance, instructional time, and student success.

Strategy's Expected Result/Impact: Increased family awareness and engagement will improve regular student attendance, reduce chronic absenteeism, and increase students' consistent access to Tier I instruction and academic support.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance/Registrar Staff, Parent Liaison, Classroom Teachers

Problem Statements: Student Achievement 2 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 2

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

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Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

2

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Eneida Johnson	Parent Liaison	Family Engagement	1
Selena Castillo	Instructional Coach	ELA	1



Funding Summary

Funding Summary

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$49,853.00
+/- Difference					\$49,853.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Dropout Prevention	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026
Pregnancy Related Services	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025
McKinney-Vento and Foster Care Assurance	Executive Director of Whole Child	9/3/2025	Dr. Christopher Harvey	1/5/2026
Trauma and Grief Informed Practices	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026