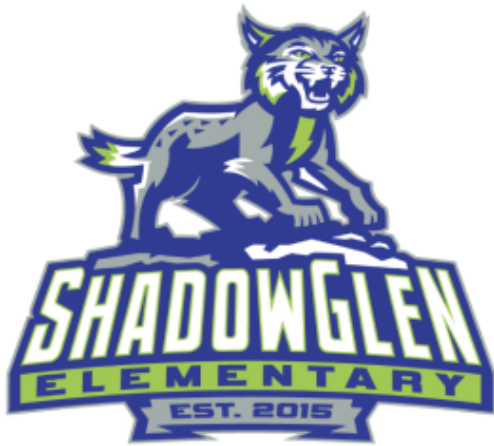


Manor Independent School District



ShadowGlen Elementary

Accountability Rating: D

2026-2027 Campus Improvement Plan

Mission Statement

Campus Vision Statement:

At ShadowGlen Elementary, we are moving #UPWARD—cultivating lifelong learners who are inspired by excellence, driven by purpose, and equipped to lead, serve, and thrive in an ever-changing world. Through academic growth, strong character, and meaningful relationships, our scholars develop the confidence and compassion to positively impact their communities and beyond.

Vision

Campus Mission Statement:

We provide every scholar with access, opportunity, and support to achieve rigorous academic goals and realize their full potential. Through high-quality instruction, meaningful experiences, and a culture of belonging, we empower scholars to think critically, act with integrity, and create a lasting impact on the world around them.

Value Statement

Our Beliefs

1. We believe every scholar can learn, grow, and succeed.
2. We believe everyone deserves to feel safe, valued, respected, and supported.
3. We believe excellence means giving our best effort, learning from mistakes, and never giving up.
4. We believe that when we learn, grow, lead, and help others, we #BLOOMUPWARD together.

Campus Core Values:

At our school, the **BOBCAT Way is to** lead with kindness, work hard, and grow every day. We learn from mistakes, treat each other with respect, and give our best—because we are leaders, learners, and part of a strong family!

Belonging: Everyone is welcome here. We include others and help everyone feel like they belong.

Ownership: We take responsibility for our actions and try our best in everything we do.

Bravery: We aren't afraid to try hard things, we are leaders, and we speak up for what's right.

Compassion: We care about others, listen kindly, and fix problems when they happen.

Accountability: We are honest, do what's right, and make things better when we make a mistake.

Tenacity: We don't give up! We keep trying, even when it's hard.

Scholarship: We love to learn, think deeply, and work hard to get ready for our future in college, career, and life.

At ShadowGlen Elementary, we are committed to moving #UPWARD by inspiring scholars to learn, grow, lead, and achieve. We believe every scholar has unique talents, limitless potential, and the ability to make a positive impact on the world around them.

We create a learning environment where curiosity is encouraged, excellence is expected, and growth is celebrated. Through meaningful learning experiences, strong relationships, and high expectations, we empower scholars to become confident learners, critical thinkers, and compassionate leaders.

Our dedicated team works together to ensure every scholar has access to the support, opportunities, and challenges needed to reach their full potential. We cultivate resilience, responsibility, creativity, and perseverance so that scholars are prepared to navigate an ever-changing world with confidence and purpose.

At ShadowGlen Elementary, we are more than a school—we are a community committed to helping every scholar bloom, grow, and move #UPWARD. Together, we are developing the knowledge, character, and leadership skills that will empower our scholars to thrive in college, careers, and life.

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Comprehensive Needs Assessment

Demographics

Summary

For the 2025–2026 school year, ShadowGlen Elementary serves approximately 563 students in grades Kindergarten through fifth.

Our student population reflects the vibrant diversity of the Manor, Texas community. Based on current data, 62.5% of students identify as Hispanic or Latino, 22.2% as African American, 11.1% as White, 3.3% as Asian, and 0.9% identify with other ethnicities. Promoting inclusivity and cultural respect remains a foundational value of our school.

A significant portion of our student body (62.3%) is identified as Economically Disadvantaged, indicating a high level of economic need. Our ongoing commitment is to ensure every scholar has equitable access to rigorous instruction, high-quality learning experiences, and the supports necessary for academic success.

Currently, 15.5% of students receive Special Education services, while 40.1% are identified as Emergent Bilingual students. Providing individualized support, differentiated instruction, and equitable access to grade-level learning remains a top priority to promote both academic achievement and social-emotional development.

ShadowGlen Elementary experiences a mobility rate of 23.75%, meaning nearly one in four students enrolls or withdraws during the school year. The campus continues to strengthen systems that support smooth transitions and minimize disruptions to student learning.

The school maintains an average daily attendance rate of approximately 90%. Increasing consistent attendance remains a campus priority, as regular attendance is critical to improving student achievement and engagement.

ShadowGlen is defined by its strong sense of community, diverse socioeconomic makeup, and commitment to scholar success. Partnerships with families, local organizations, and community members continue to strengthen learning opportunities while supporting the academic, social, and emotional development of every scholar.

ShadowGlen Elementary demonstrated meaningful academic progress during the 2025–2026 school year and is projected to improve from an F accountability rating to a D rating (64). Achievement increased across several grade levels through strengthened instructional systems, targeted interventions, and high-quality Tier 1 instruction. While academic outcomes continue to improve, achievement gaps remain among certain student groups, particularly scholars receiving Special Education services, Emergent Bilingual scholars, and Economically Disadvantaged scholars. The campus remains committed to closing these gaps through data-driven instruction, continuous professional learning, and intentional scholar supports.

ShadowGlen Elementary continues to build instructional capacity while serving a student population with significant academic needs. According to the 2024–2025 Texas Academic Performance Report (most recent data), teachers average 7.1 years of experience, compared to 8.2 years districtwide and 11.2 years statewide. Teachers average 2.4 years of service within Manor ISD, reflecting a relatively new staff with opportunities to strengthen long-term retention and institutional knowledge.

The campus employs approximately 39.8 teaching positions, with 60.0% serving in Regular Education, 26.4% in Bilingual/ESL, and 13.6% in Special Education. This staffing structure reflects the campus's commitment to meeting the diverse needs of its scholars while continuing to strengthen teacher effectiveness through coaching, professional learning, and instructional support.

Enrollment trends indicate continued growth and increasing diversity within the ShadowGlen community. In response, the campus will continue evolving its instructional practices, systems, and supports to meet the changing needs of every scholar while maintaining high expectations for academic excellence. During the 2026–2027 school year, ShadowGlen will focus on

strengthening instructional consistency, accelerating learning for all student groups, and building teacher capacity through coaching, collaboration, and high-quality professional learning.

Strengths

- ShadowGlen Elementary serves a diverse student population of 563 scholars, providing rich opportunities for culturally responsive teaching and inclusive learning experiences.
- The campus is well-positioned to support multilingual learners, with 40.1% of scholars identified as Emergent Bilingual, allowing for intentional implementation of bilingual and language acquisition supports.
- ShadowGlen has established specialized support systems to meet the needs of its 15.5% Special Education population through inclusive practices, targeted interventions, and collaborative planning.
- The campus provides targeted academic and behavioral supports for its 70.2% At-Risk and 62.3% Economically Disadvantaged populations through intervention systems, restorative practices, and wraparound supports.
- Grades 2–5 continue to implement a departmentalized instructional model that promotes teacher content expertise, stronger collaboration, increased instructional rigor, and better preparation for middle school.
- ShadowGlen maintains strong partnerships with families and the community while fostering an inclusive environment where scholars from diverse backgrounds are valued, supported, and encouraged to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Emergent Bilingual scholars represent 40.1% of the ShadowGlen Elementary student population and continue to demonstrate achievement gaps compared to their non-EB peers. Spring 2026 STAAR results show EB scholars achieved 50%-54% Approaches Grade Level or above in grades 3-5 Reading, compared to 53%-73% of non-EB scholars.	Campus systems for planning, coaching, and progress monitoring language acquisition strategies, academic discourse, and differentiated supports for Emergent Bilingual scholars are not yet implemented consistently across classrooms and content areas.
2★ Students receiving Special Education services comprise 15.5% of the student population and demonstrate significant achievement gaps compared to their non-SPED peers. Spring 2026 STAAR results show only 5%-25% of Special Education scholars achieved Approaches Grade Level or above across grades 3-5 Reading and Mathematics, compared to 50%-76% of non-SPED scholars.	Campus systems for collaborative planning, coaching, and progress monitoring of specially designed instruction and accommodations are not yet implemented consistently across Special Education settings.

★ = Priority

Student Learning

Summary

During the 2025–2026 school year, ShadowGlen Elementary demonstrated meaningful academic growth through a continued focus on high-quality Tier 1 instruction, lesson internalization, data-driven decision making, acceleration and intervention, and instructional coaching. These efforts contributed to the campus' projected improvement from an F accountability rating to a D rating with a projected score of 64.

Student achievement increased across multiple grade levels, particularly in 5th Grade Reading, 5th Grade Math, and 3rd Grade Reading, reflecting stronger instructional systems and increased implementation fidelity of High-Quality Instructional Materials, including Bluebonnet Learning for mathematics.

Student group performance also demonstrated areas of success. Among all tested scholars, 64% met Approaches Grade Level or above, 30% met Meets Grade Level, and 14% achieved Masters Grade Level. Student groups such as Asian scholars, White scholars, and students who were not identified as Economically Disadvantaged demonstrated particularly strong performance at the Meets and Masters levels.

While overall achievement improved, opportunity gaps remain for scholars receiving Special Education services, Emergent Bilingual scholars, Economically Disadvantaged scholars, and certain racial and ethnic student groups. The campus will continue to prioritize rigorous Tier 1 instruction, differentiated supports, purposeful academic discourse, and progress monitoring to ensure all scholars achieve grade-level success.

Strengths

- ShadowGlen is projected to improve from an F rating to a D rating with a score of 64.
- SGE showed notable growth in key areas, including 3rd Grade RLA, 5th Grade RLA, and 5th Grade Math.
- 5th Grade RLA increased to 66% Approaches and Above, and 5th Grade Math increased to 56% Approaches and Above, showing strong progress in upper elementary.
- Teachers increased implementation of lesson internalization, PLC planning, data-driven instruction, intervention, and Bluebonnet Learning in math.
- Student group data shows continued need to close gaps for SPED, EB/LEP, and Economically Disadvantaged scholars.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Despite overall academic growth and improved campus performance, achievement gaps persist among student groups, particularly scholars receiving Special Education services, Emergent Bilingual scholars, and Economically Disadvantaged scholars. Also, math achievement remains inconsistent across grade levels, indicating the need for continued strengthening of T1 instruction and targeted intervention	Teachers need continued coaching and accountability to consistently implement differentiated instruction, language supports, specially designed instruction, and data-driven intervention.

★ = Priority

School Processes & Programs

Summary

During the 2025–2026 school year, ShadowGlen Elementary strengthened campus systems and processes to improve instructional quality, operational effectiveness, and scholar outcomes. The campus implemented a comprehensive instructional framework centered on lesson internalization, Professional Learning Communities (PLCs), Culture Clinics, observation and feedback cycles aligned to the *Get Better Faster* framework, and data-driven decision making.

The campus adopted Bluebonnet Learning, a TEA-approved High-Quality Instructional Material (HQIM) for mathematics, resulting in improved implementation fidelity, increased purposeful scholar discourse, and stronger alignment to grade-level standards. Daily acceleration and intervention, strategic progress monitoring, and targeted supports for Emergent Bilingual and Special Education scholars strengthened instructional delivery and scholar support.

Leadership maintained consistent communication with staff and families while providing targeted professional learning based on campus needs. Departmentalization in grades 2–5, restorative practices, Positive Behavioral Interventions and Supports (PBIS), scholar leadership opportunities, and technology integration further supported a positive learning environment and increased instructional consistency. Collectively, these systems contributed to the campus' projected improvement from an F accountability rating to a D rating with a projected score of 64, while establishing a strong foundation for continued growth.

Strengths

- ShadowGlen is projected to improve from an F accountability rating to a D rating (64) through strengthened instructional systems and campus-wide continuous improvement efforts.
- Implemented consistent instructional systems, including lesson internalization, PLCs, Culture Clinics, observation and feedback cycles, and data-driven instructional planning across all grade levels.
- Successfully adopted Bluebonnet Learning, a TEA-approved High-Quality Instructional Material (HQIM), resulting in increased implementation fidelity, purposeful scholar discourse, and stronger alignment to grade-level mathematics instruction.
- Demonstrated academic growth in key content areas, including 3rd Grade Reading (+7 percentage points), 5th Grade Reading (+14 percentage points), and 5th Grade Math (+9 percentage points) in Approaches Grade Level and Above performance.
- Established daily acceleration and intervention systems that provide targeted support for Tier II, Tier III, HB 4545, and HB 1416 scholars.
- Expanded instructional support for 40.1% Emergent Bilingual scholars and 15.5% Special Education scholars through targeted coaching, intervention planning, and specialized instructional support.
- Strengthened school culture through consistent implementation of Restorative Practices, PBIS systems, scholar leadership opportunities (LIT, RIT, and IOG Squad), and campus-wide recognition programs.
- Maintained strong organizational systems supported by positive staff perceptions, with 92% of employees reporting that supervisors set clear goals and objectives and 91% reporting they receive feedback that improves their practice.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Despite strengthened instructional systems, implementation remains inconsistent across classrooms and specialized programs. Spring 2026 STAAR results ranged from 41% Approaches in 4th Grade Math to 66% in 5th Grade Reading, while Special Education scholars achieved only 5%-25% Approaches across grades 3-5 Reading and Mathematics, demonstrating inconsistent academic outcomes across grade levels and	Campus systems for professional learning, collaborative planning, observation and feedback, and monitoring implementation fidelity are not yet consistently differentiated and executed across instructional and specialized programs.

★ = Priority

Perceptions

Summary

During the 2025–2026 school year, ShadowGlen Elementary continued to strengthen stakeholder perceptions through intentional improvements in leadership, communication, school culture, and family engagement. Results from the 2026 TASB Employee Opinion Survey reflect a positive campus culture, with 94% of staff agreeing or strongly agreeing that the principal treats them with respect, 92% agreeing that their supervisor sets clear goals and objectives, 91% reporting they receive feedback that improves their teaching, and 89% indicating they work in a safe environment. Staff also reported strong collaboration among colleagues and a clear understanding of campus expectations, demonstrating increased alignment around the campus mission, vision, and instructional priorities.

Throughout the year, ShadowGlen expanded opportunities for family engagement through campus events, volunteer opportunities, consistent communication, and partnerships with the Parent Liaison, School Counselor, and community organizations. These efforts contributed to stronger relationships between home and school and increased stakeholder confidence in the campus.

While overall perceptions remain positive, stakeholder feedback identified opportunities to strengthen teacher involvement in instructional decision-making, provide additional support and resources for special populations, and continue refining professional learning to meet the diverse needs of staff. ShadowGlen remains committed to using stakeholder feedback to continuously improve systems, strengthen communication, and foster a culture where scholars, staff, families, and the community thrive together.

Strengths

- 94% of staff agreed or strongly agreed that the principal treats them with respect, reflecting positive leadership and a culture of trust.
- 92% of staff agreed or strongly agreed that their supervisor sets clear goals and objectives, demonstrating clarity of expectations and organizational alignment.
- 91% of teachers agreed or strongly agreed that they receive feedback that helps improve their teaching, reflecting a strong coaching and continuous improvement culture.
- 89% of staff reported working in a safe environment, supporting a positive and secure campus climate.
- 91% of teachers agreed or strongly agreed that they have sufficient access to instructional technology to support teaching and learning.
- 82% of teachers agreed or strongly agreed that they are held to high professional standards, reflecting a culture of accountability and instructional excellence.
- Staff reported strong collaboration and positive relationships with colleagues and supervisors, contributing to a supportive and student-centered work environment.
- ShadowGlen continued to strengthen family engagement through increased communication, volunteer opportunities, and community partnerships that support scholar success.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Although overall staff perceptions remain positive, TASB Employee Survey results identified areas for improvement, including only 50% favorable responses regarding teacher involvement in instructional decision-making, 54% regarding the usefulness of professional development, and 45% regarding resources available to support special populations.	Campus systems for gathering teacher input, differentiating professional learning, and identifying and responding to specialized instructional resource needs are not yet consistently implemented.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Students receiving Special Education services comprise 15.5% of the student population and demonstrate significant achievement gaps compared to their non-SPED peers. Spring 2026 STAAR results show only 5%-25% of Special Education scholars achieved Approaches Grade Level or above across grades 3-5 Reading and Mathematics, compared to 50%-76% of non-SPED scholars.

Campus systems for collaborative planning, coaching, and progress monitoring of specially designed instruction and accommodations are not yet implemented consistently across Special Education settings.

2★

Emergent Bilingual scholars represent 40.1% of the ShadowGlen Elementary student population and continue to demonstrate achievement gaps compared to their non-EB peers. Spring 2026 STAAR results show EB scholars achieved 50%-54% Approaches Grade Level or above in grades 3-5 Reading, compared to 53%-73% of non-EB scholars.

Campus systems for planning, coaching, and progress monitoring language acquisition strategies, academic discourse, and differentiated supports for Emergent Bilingual scholars are not yet implemented consistently across classrooms and content areas.

3★

Despite overall academic growth and improved campus performance, achievement gaps persist among student groups, particularly scholars receiving Special Education services, Emergent Bilingual scholars, and Economically Disadvantaged scholars. Also, math achievement remains inconsistent across grade levels, indicating the need for continued strengthening of T1 instruction and targeted intervention

Teachers need continued coaching and accountability to consistently implement differentiated instruction, language supports, specially designed instruction, and data-driven intervention.

4★

Despite strengthened instructional systems, implementation remains inconsistent across classrooms and specialized programs. Spring 2026 STAAR results ranged from 41% Approaches in 4th Grade Math to 66% in 5th Grade Reading, while Special Education scholars achieved only 5%-25% Approaches across grades 3-5 Reading and Mathematics, demonstrating inconsistent academic outcomes across grade levels and

Campus systems for professional learning, collaborative planning, observation and feedback, and monitoring implementation fidelity are not yet consistently differentiated and executed across instructional and specialized programs.

5



Although overall staff perceptions remain positive, TASB Employee Survey results identified areas for improvement, including only 50% favorable responses regarding teacher involvement in instructional decision-making, 54% regarding the usefulness of professional development, and 45% regarding resources available to support special populations.

Campus systems for gathering teacher input, differentiating professional learning, and identifying and responding to specialized instructional resource needs are not yet consistently implemented.

★ = 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
- ☒ 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
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

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
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ State-developed online interim assessments

- ☒ 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
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio

- ☒ 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-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data



Goals

Goal 1

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

Performance Objective 1 High Priority

By June 2027, ShadowGlen Elementary scholars in grades 3-5 will increase Reading and Mathematics performance from approximately 32% to 40% at Meets Grade Level or above on state assessments through consistent implementation of high-quality materials in Tier 1 instruction, lesson internalization, data-driven instructional practices, and targeted academic supports.

Evaluation Data Source: STAAR Reading and Mathematics Results

District Benchmark Assessments

Common Formative Assessments (CFAs)

PLC Student Work Analysis

Exit Ticket Data

Progress Monitoring Data

MTSS/Intervention Data

TEA Accountability Reports

Strategy 1 Targeted Support Strategy

Teachers will consistently implement high-quality Tier 1 instruction through lesson internalization of approved instruction materials, grade-level aligned learning experiences, purposeful scholar discourse, frequent checks for understanding, strategic monitoring, and daily small-group instruction to ensure all scholars have equitable access to rigorous Reading and Mathematics instruction.

Strategy's Expected Result/Impact: Increased scholar achievement in Reading and Mathematics through consistent implementation of high-quality Tier 1 instruction, resulting in improved student engagement, mastery of grade-level TEKS, and increased performance on formative, district, and state assessments.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Teachers

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

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 2

The Principal, Assistant Principal, and Instructional Coach will implement consistent observation, coaching, and feedback cycles aligned to the Get Better Faster framework to strengthen lesson internalization, instructional delivery, and implementation of high-quality Tier 1 instruction in Reading and Mathematics.

Strategy's Expected Result/Impact: Improved teacher effectiveness and instructional consistency, resulting in increased scholar engagement, stronger Tier 1 instruction, and improved Reading and Mathematics achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Problem Statements: Demographics 1, 2 - Student Learning 1

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 3 Targeted Support Strategy

ShadowGlen Elementary will provide a comprehensive acceleration and intervention system through daily Acceleration/Intervention time, targeted small-group instruction, progress monitoring, and data-driven interventions with specific curriculum resources to ensure scholars receive timely support based on demonstrated academic needs in Reading and Mathematics.

Strategy's Expected Result/Impact: Increased scholar growth and proficiency in Reading and Mathematics through timely, targeted interventions that address learning gaps and accelerate grade-level achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Academic Interventionists
Classroom Teachers
Special Education and Emergent Bilingual Teachers

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

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 4 Additional Targeted Support Strategy

ShadowGlen Elementary will strengthen Professional Learning Communities (PLCs) by implementing consistent systems for analyzing student work, exit tickets, formative assessment data, and common assessments to identify trends, adjust instruction, and improve scholar mastery of grade-level Reading and Mathematics TEKS.

Strategy's Expected Result/Impact: Teachers will make timely instructional adjustments based on evidence of student learning, resulting in improved Tier 1 instruction, targeted reteach, and increased scholar achievement in Reading and Mathematics.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

Teachers

Academic Interventionists

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

ShadowGlen Elementary will provide targeted in-school acceleration and after-school tutoring in Reading and Mathematics through classroom teachers, interventionists, and approved district tutoring vendors to address unfinished learning, accelerate grade-level achievement, and provide additional instructional support for scholars identified through multiple sources of data.

Strategy's Expected Result/Impact: Scholars participating in targeted tutoring and acceleration will demonstrate increased academic growth, improved mastery of grade-level TEKS, and increased performance on district and state assessments.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Academic Interventionist
Tutoring Coordinator (assigned staff member)
Classroom Teachers

Problem Statements: Demographics 2 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 6 Targeted Support Strategy Additional Targeted Support Strategy

Teachers, Instructional Leaders, and Special Education staff will collaboratively plan, monitor, and implement grade-level instruction that incorporates specially designed instruction, appropriate accommodations, targeted interventions, and ongoing progress monitoring to improve academic outcomes for scholars receiving Special Education services.

Strategy's Expected Result/Impact: Scholars receiving Special Education services will demonstrate increased access to rigorous grade-level instruction, improved academic growth, and increased proficiency in Reading and Mathematics through consistent implementation of specially designed instruction and data-driven progress monitoring.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, SPED Department Chair, Special Education teachers/staff

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

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

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Strategy 7 Targeted Support Strategy

ShadowGlen Elementary will strengthen instructional supports for Emergent Bilingual scholars

through consistent implementation of language acquisition strategies, academic discourse, sheltered instruction, targeted professional learning, and ongoing progress monitoring to increase English language proficiency and grade-level achievement in Reading and Mathematics.

Strategy's Expected Result/Impact: Emergent Bilingual scholars will demonstrate increased English language proficiency, stronger academic language development, and improved performance in Reading, Mathematics, and TELPAS performance as measured by classroom, district, and state assessments.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Bilingual/ESL Teachers
Classroom Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 8

ShadowGlen Elementary will utilize a full-time Instructional Coach to provide job-embedded coaching, modeling, observation and feedback, lesson internalization support, and data-driven instructional planning for Reading and Mathematics teachers. The Instructional Coach will prioritize support based on student achievement data and classroom implementation trends to strengthen the consistent use of high-quality instructional materials and Tier 1 instructional practices and increase the percentage of scholars achieving Meets Grade Level or above.

Strategy's Expected Result/Impact: Increased teacher effectiveness and instructional consistency through job-embedded coaching and support, resulting in stronger Tier 1 Reading and Mathematics instruction and increased scholar achievement at Meets Grade Level or above.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Demographics 1, 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

OctoberJanuaryMarchJune

Strategy 9

ShadowGlen Elementary will provide standards-aligned educational field trips and experiential learning opportunities that extend classroom instruction, provide scholars with real-world applications of grade-level content, and increase access to meaningful academic experiences that reinforce Reading, Mathematics, Science, and interdisciplinary learning.

Strategy's Expected Result/Impact: Increased scholar engagement, background knowledge, academic vocabulary, and connections between grade-level content and real-world experiences, contributing to improved comprehension and academic achievement.

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

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Emergent Bilingual scholars represent 40.1% of the ShadowGlen Elementary student population and continue to demonstrate achievement gaps compared to their non-EB peers. Spring 2026 STAAR results show EB scholars achieved 50%-54% Approaches Grade Level or above in grades 3-5 Reading, compared to 53%-73% of non-EB scholars.

Campus systems for planning, coaching, and progress monitoring language acquisition strategies, academic discourse, and differentiated supports for Emergent Bilingual scholars are not yet implemented consistently across classrooms and content areas.

2

Students receiving Special Education services comprise 15.5% of the student population and demonstrate significant achievement gaps compared to their non-SPED peers. Spring 2026 STAAR results show only 5%-25% of Special Education scholars achieved Approaches Grade Level or above across grades 3-5 Reading and Mathematics, compared to 50%-76% of non-SPED scholars.

Campus systems for collaborative planning, coaching, and progress monitoring of specially designed instruction and accommodations are not yet implemented consistently across Special Education settings.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Despite overall academic growth and improved campus performance, achievement gaps persist among student groups, particularly scholars receiving Special Education services, Emergent Bilingual scholars, and Economically Disadvantaged scholars. Also, math achievement remains inconsistent across grade levels, indicating the need for continued strengthening of T1 instruction and targeted intervention

Teachers need continued coaching and accountability to consistently implement differentiated instruction, language supports, specially designed instruction, and data-driven intervention.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Despite strengthened instructional systems, implementation remains inconsistent across classrooms and specialized programs. Spring 2026 STAAR results ranged from 41% Approaches in 4th Grade Math to 66% in 5th Grade Reading, while Special Education scholars achieved only 5%-25% Approaches across grades 3-5 Reading and Mathematics, demonstrating inconsistent academic outcomes across grade levels and

Campus systems for professional learning, collaborative planning, observation and feedback, and monitoring implementation fidelity are not yet consistently differentiated and executed across instructional and specialized programs.

Goal 2

By 2032, Manor ISD will retain and support high-quality staff at all levels of the organization.

Performance Objective 1 High Priority

By June 2027, ShadowGlen Elementary will recruit, develop, support, and retain 90% of highly effective educators through targeted professional learning, instructional coaching, leadership development, new teacher onboarding/mentoring, and a culture of continuous improvement to increase teacher effectiveness and scholar achievement.

Evaluation Data Source: Classroom Observation and Walkthrough Data

Get Better Faster Coaching Logs

Teacher Action Steps and Follow-Up Evidence

Professional Development Agendas and Sign-In Sheets

PLC Agendas and Minutes

Lesson Internalization Artifacts

Teacher Retention Data

Teacher Attendance Data

Staff Survey (TASB Employee Opinion Survey)

Teacher Self-Reflections and Goal Setting

Special Education and Emergent Bilingual Coaching Documentation

Student Achievement and Progress Monitoring Data (to measure the impact of teacher development)

Strategy 1 Targeted Support Strategy

The Principal, Assistant Principal, and Instructional Coach will implement consistent instructional coaching and observation cycles aligned to the Get Better Faster framework to strengthen teacher effectiveness through actionable feedback, lesson internalization, reflective practice, and implementation of high-quality instructional practices.

Strategy's Expected Result/Impact: Teacher effectiveness and instructional consistency will increase, resulting in improved implementation of high-quality instructional practices, increased staff efficacy, and improved scholar achievement.

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

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

Title I: 2.5.1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

ShadowGlen Elementary will provide targeted, job-embedded professional learning through Professional Learning Communities (PLCs), collaborative planning, Culture Clinics, and campus professional development aligned to student achievement data, classroom observation trends, and campus instructional priorities.

Strategy's Expected Result/Impact: Teachers will strengthen instructional knowledge and consistently implement research-based instructional practices, resulting in increased teacher effectiveness and improved scholar achievement.

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

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual scholars represent 40.1% of the ShadowGlen Elementary student population and continue to demonstrate achievement gaps compared to their non-EB peers. Spring 2026 STAAR results show EB scholars achieved 50%-54% Approaches Grade Level or above in grades 3-5 Reading, compared to 53%-73% of non-EB scholars.	Campus systems for planning, coaching, and progress monitoring language acquisition strategies, academic discourse, and differentiated supports for Emergent Bilingual scholars are not yet implemented consistently across classrooms and content areas.
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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite overall academic growth and improved campus performance, achievement gaps persist among student groups, particularly scholars receiving Special Education services, Emergent Bilingual scholars, and Economically Disadvantaged scholars. Also, math achievement remains inconsistent across grade levels, indicating the need for continued strengthening of T1 instruction and targeted intervention	Teachers need continued coaching and accountability to consistently implement differentiated instruction, language supports, specially designed instruction, and data-driven intervention.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Despite strengthened instructional systems, implementation remains inconsistent across classrooms and specialized programs. Spring 2026 STAAR results ranged from 41% Approaches in 4th Grade Math to 66% in 5th Grade Reading, while Special Education scholars achieved only 5%-25% Approaches across grades 3-5 Reading and Mathematics, demonstrating inconsistent academic outcomes across grade levels and	Campus systems for professional learning, collaborative planning, observation and feedback, and monitoring implementation fidelity are not yet consistently differentiated and executed across instructional and specialized programs.

Goal 3

By 2032, provide transparent, consistent, and timely communication to all in our educational community, while meeting their diverse needs.

Performance Objective 1

By June 2027, ShadowGlen Elementary will strengthen partnerships with families and the community with the support of our Parent Liaison, through transparent, timely, and consistent communication that increases family engagement, promotes scholar success, and builds trust between home and school.

Evaluation Data Source: Weekly Newsletter Distribution

Social Media Engagement

Family Meeting Attendance

Parent Surveys

Community Event Participation

Strategy 1

The Principal and campus leadership team will provide timely, transparent, and consistent communication through weekly campus newsletters, social media updates, family meetings, and community events to keep families informed and engaged in campus initiatives and scholar success.

Strategy's Expected Result/Impact: Families will be well-informed, engaged, and connected to the school community, resulting in increased trust, participation, and support for scholar success.

Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison

Problem Statements: Perceptions 1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Teachers will provide consistent, timely, and meaningful communication with families regarding scholar academic progress, behavior, attendance, and classroom learning through monthly updates, progress monitoring, conferences, and two-way communication that strengthens the home-school partnership.

Strategy's Expected Result/Impact: Families will be better informed about their child's academic progress and learning needs, resulting in increased family engagement, stronger home-school partnerships, and improved scholar achievement.

Staff Responsible for Monitoring: Principal Assistant Principal Classroom teacher, Grade Level Chairs

Problem Statements: Perceptions 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Strategy 3

ShadowGlen Elementary will equip families with resources, learning tools, and strategies to support scholar achievement at home by promoting daily reading and mathematics practice, use of district-approved digital learning platforms, family learning events, and regular communication of grade-level learning expectations.

Strategy's Expected Result/Impact: Families will be empowered to actively support learning at home, resulting in increased scholar engagement, improved foundational Reading and Mathematics skills, and higher academic achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Parent Liaison
Instructional Coach
Classroom Teachers

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

Title I: 2.5.1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 4

ShadowGlen Elementary will foster a positive, inclusive, and collaborative school culture by continued growth in Restorative Practices, scholar leadership opportunities, and campus recognition systems, including Growth Parties, Positive Behavior Intervention and Supports (PBIS), and scholar leadership programs, to strengthen relationships, increase engagement, and celebrate academic growth and positive behavior.

Strategy's Expected Result/Impact: Scholars will demonstrate increased engagement, leadership, positive behavior, and a stronger sense of belonging, resulting in an improved campus climate and increased family confidence in the school.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Liaison
Classroom Teachers
Interventionists

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

ShadowGlen Elementary will employ a Parent Liaison to strengthen family and community engagement by facilitating two-way communication, connecting families to campus and community resources, coordinating family engagement and academic learning opportunities, supporting parent volunteer initiatives, and assisting families in accessing information and resources that support scholar academic success.

Strategy's Expected Result/Impact: Increased family participation and engagement, improved two-way communication between families and the campus, and increased access to academic resources and support that strengthen scholar success.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Demographics 2 - Perceptions 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual scholars represent 40.1% of the ShadowGlen Elementary student population and continue to demonstrate achievement gaps compared to their non-EB peers. Spring 2026 STAAR results show EB scholars achieved 50%-54% Approaches Grade Level or above in grades 3-5 Reading, compared to 53%-73% of non-EB scholars.	Campus systems for planning, coaching, and progress monitoring language acquisition strategies, academic discourse, and differentiated supports for Emergent Bilingual scholars are not yet implemented consistently across classrooms and content areas.
2	Students receiving Special Education services comprise 15.5% of the student population and demonstrate significant achievement gaps compared to their non-SPED peers. Spring 2026 STAAR results show only 5%-25% of Special Education scholars achieved Approaches Grade Level or above across grades 3-5 Reading and Mathematics, compared to 50%-76% of non-SPED scholars.	Campus systems for collaborative planning, coaching, and progress monitoring of specially designed instruction and accommodations are not yet implemented consistently across Special Education settings.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Despite strengthened instructional systems, implementation remains inconsistent across classrooms and specialized programs. Spring 2026 STAAR results ranged from 41% Approaches in 4th Grade Math to 66% in 5th Grade Reading, while Special Education scholars achieved only 5%-25% Approaches across grades 3-5 Reading and Mathematics, demonstrating inconsistent academic outcomes across grade levels and	Campus systems for professional learning, collaborative planning, observation and feedback, and monitoring implementation fidelity are not yet consistently differentiated and executed across instructional and specialized programs.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although overall staff perceptions remain positive, TASB Employee Survey results identified areas for improvement, including only 50% favorable responses regarding teacher involvement in instructional decision-making, 54% regarding the usefulness of professional development, and 45% regarding resources available to support special populations.

Campus systems for gathering teacher input, differentiating professional learning, and identifying and responding to specialized instructional resource needs are not yet consistently implemented.

Goal 4

Establish a long-range facilities planning framework that incorporates community input and promotes sustainable growth while ensuring facilities are functional and safe.

Performance Objective 1

By June 2027, ShadowGlen Elementary will maintain a safe, clean, and welcoming learning environment by implementing proactive safety procedures, maintaining functional facilities, and collaborating with district departments to identify and address campus operational and facility needs.

Evaluation Data Source: Weekly Safety Meeting Agendas
Safety Drill Documentation
Safety Audit Reports
Work Order Completion Reports
Campus Walkthrough Documentation
Emergency Drill Logs
Incident Reports
Stakeholder Feedback

Strategy 1

ShadowGlen Elementary will conduct weekly campus safety and facilities meetings to identify, prioritize, and address safety concerns, maintenance needs, and operational improvements while collaborating with district departments to ensure a safe and functional learning environment.

Strategy's Expected Result/Impact: A safe, well-maintained, and efficient learning environment that supports scholar achievement and staff effectiveness.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Safety Committee

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Despite strengthened instructional systems, implementation remains inconsistent across classrooms and specialized programs. Spring 2026 STAAR results ranged from 41% Approaches in 4th Grade Math to 66% in 5th Grade Reading, while Special Education scholars achieved only 5%-25% Approaches across grades 3-5 Reading and Mathematics, demonstrating inconsistent academic outcomes across grade levels and

Campus systems for professional learning, collaborative planning, observation and feedback, and monitoring implementation fidelity are not yet consistently differentiated and executed across instructional and specialized programs.

Goal 5

The district will develop a comprehensive 5-year plan that is transparent and demonstrates financial stewardship and efficiency.

Performance Objective 1

By June 2027, ShadowGlen Elementary will demonstrate responsible stewardship of campus resources by strategically allocating funds, maximizing instructional resources, maintaining fiscal accountability, and ensuring expenditures align with campus improvement priorities and scholar achievement.

Evaluation Data Source: Campus Budget Reports

Purchase Orders

Budget Monitoring Reports

Grant Expenditure Reports

Campus Improvement Plan Progress Monitoring

Strategy 1

ShadowGlen Elementary will strategically allocate campus funds and instructional resources to support high-quality instruction, intervention programs, professional learning, instructional materials, and campus improvement priorities identified through data analysis and the Comprehensive Needs Assessment.

Strategy's Expected Result/Impact: Campus resources will be aligned to instructional priorities, maximizing opportunities to improve scholar achievement and teacher effectiveness.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Secretary/Sr. Admin

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite overall academic growth and improved campus performance, achievement gaps persist among student groups, particularly scholars receiving Special Education services, Emergent Bilingual scholars, and Economically Disadvantaged scholars. Also, math achievement remains inconsistent across grade levels, indicating the need for continued strengthening of T1 instruction and targeted intervention	Teachers need continued coaching and accountability to consistently implement differentiated instruction, language supports, specially designed instruction, and data-driven intervention.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Despite strengthened instructional systems, implementation remains inconsistent across classrooms and specialized programs. Spring 2026 STAAR results ranged from 41% Approaches in 4th Grade Math to 66% in 5th Grade Reading, while Special Education scholars achieved only 5%-25% Approaches across grades 3-5 Reading and Mathematics, demonstrating inconsistent academic outcomes across grade levels and	Campus systems for professional learning, collaborative planning, observation and feedback, and monitoring implementation fidelity are not yet consistently differentiated and executed across instructional and specialized programs.

Performance Objective 2

By June 2027, ShadowGlen Elementary will increase Average Daily Attendance from 94.5% to 96% and reduce chronic absenteeism from 14% to 9%, by implementing proactive attendance systems, restorative family engagement practices, timely interventions, and attendance monitoring to maximize instructional time and improve scholar achievement.

Evaluation Data Source: Average Daily Attendance (ADA)
Chronic Absenteeism Reports
PEIMS Attendance Data
Attendance Intervention Documentation

Strategy 1 ☒ Targeted Support Strategy

ShadowGlen Elementary will implement a comprehensive attendance improvement system through weekly attendance monitoring, restorative problem-solving conferences, individualized attendance interventions, and campus attendance team meetings to identify and remove barriers to consistent attendance.

Strategy's Expected Result/Impact: Increased Average Daily Attendance, reduced chronic absenteeism, and increased instructional time, resulting in improved academic achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Registrar
Parent Liaison

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Despite overall academic growth and improved campus performance, achievement gaps persist among student groups, particularly scholars receiving Special Education services, Emergent Bilingual scholars, and Economically Disadvantaged scholars. Also, math achievement remains inconsistent across grade levels, indicating the need for continued strengthening of T1 instruction and targeted intervention

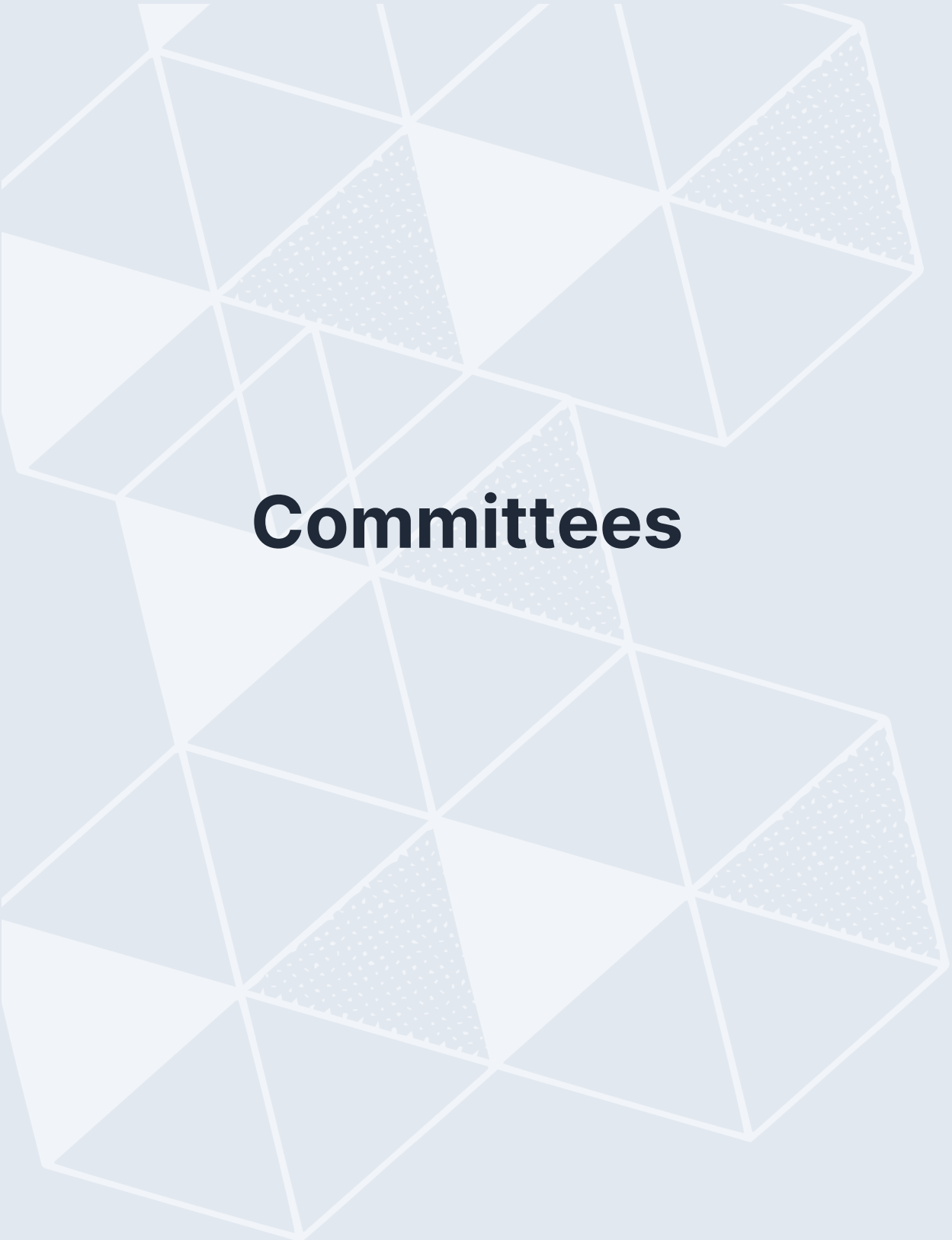
Teachers need continued coaching and accountability to consistently implement differentiated instruction, language supports, specially designed instruction, and data-driven intervention.



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Breane Harrison	Instructional Coach		1
Carissa Raney	Parent Liaison	Family Engagement	1



Committees

Committees

CIP Committee

Members

First Name	Last Name	Position	Committee Role
Victoria	McDonald	Special Education Aide	Member
Andrea	Chambers Brown	Parent	Member
Liwang	Brusas	Special Education Teacher	Member
Robert	Price	Academic Interventionist	Member
Erica	Derma	Academic Interventionist	Member
Yolanda	Henry	Counselor	Member
Chelsie	Herrera	Sr. Admin Assistant	Member
Vanessa	Moreno	Assistant Principal	Organizer
Chelsea	Young	Principal	Organizer



Funding Summary

Funding Summary

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$43,020.00
+/- Difference					\$43,020.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$114,612.00
+/- Difference					\$114,612.00



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