Judson Independent School District



Elolf Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 14, 2026 at 12:33 PM

Mission Statement

ELOLF STEAM ACADEMY IS CREATING INNOVATIVE STUDENTS FROM DIVERSE BACKGROUNDS TO BECOME CRITICAL THINKERS AND VISIONARIES THROUGH COLLABORATIVE LEARNING, WITH REAL-WORLD PROBLEM-SOLVING SKILLS, WHILE MOTIVATING THEM TO ADAPT AND FIND INNOVATIVE SOLUTIONS TO LOCAL AND GLOBAL CHALLENGES.

Vision

ELOLF STEAM ACADEMY IS PRODUCING CONFIDENT, PRODUCTIVE, LIFELONG LEARNERS.

Value Statement

Successful

Teamwork

Empowers

Adaptable

Motivated Members

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 7

Student Learning 8

School Processes & Programs 12

Perceptions 14

Goals 16

Goal 1 : Student Academic Achievement & Success - Actively support students an... 17

Goal 2 : Faculty and Staff - Recruit and value all staff to ensure satisfaction and e... 22

Goal 3 : Stakeholder Engagement - Serve and market to our families, businesses, a... 24

Goal 4 : Finance and Operations - Implement transparent and efficient processes t... 26

Policies, Procedures, and Requirements 28

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Executive Needs Assessment Overview 1. Process & Methodology

During the Comprehensive Needs Assessment (CNA) process, Elolf STEAM Academy evaluated multiple qualitative and quantitative data sources to identify systemic campus needs and strengths. The analysis included:

- **Student Learning Data:** STAAR Spring 2026 outcomes, NWEA MAP Growth benchmarks (K–5), CLI Engage/Circle Progress Monitoring (PK–K), Quick Phonics Screener (QPS), and TELPAS domain scores.
- **School Processes & Programs Data:** Curriculum execution tracking (Bluebonnet Math & HMH Reading), weekly PLC protocols, LIFT grant coaching observation cycles, and Restorative Practices discipline logs.
- **Perceptions Data:** Stakeholder feedback, Thrillshare digital communication engagement metrics, campus Facebook analytics, and climate survey indicators during the 2026–2027 leadership transition.

2. Key Findings Summary

DEMOGRAPHICS & PERCEPTIONS	
STRENGTHS	**PRIORITIZED NEEDS**
• Open-enrollment draw driving sustained PK-5 growth (~600 students).	• Low active parent app uptake on Thrillshare among economically disadvantaged families.
• Streamlined single-platform communications (Thrillshare) under new administration.	• Inconsistent understanding of campus-wide Restorative Practices among parents.

STUDENT LEARNING & PROCESSES	
STRENGTHS	**PRIORITIZED NEEDS**
• Strong K-2 phonics foundation (80% PK/K on level) and MAP Math percentile norms (1st/3rd >50th).	• Upper-grade STAAR drop-off (27% Meets/ Masters in 5th Math; 23% in Science).
• Established STEAM pathway, Bluebonnet rollout, and twice-monthly TEA LIFT coaching support.	• Lack of PLC lesson internalization for HQIM and structured small-group intervention.

3. Top Priority Needs & Root Causes

1. **Tier 1 HQIM Lesson Internalization (ESF Lever 5):**
    - *Need:* Inconsistent cognitive rigor in upper-grade core instruction (RLA, Math, and Science).
    - *Root Cause:* Weekly PLCs have prioritized operational tasks over deep lesson unpacking, TEKS alignment, and practicing HQIM components (Bluebonnet Math debriefs & HMH RLA slides) prior to delivery.
2. **Systematic Acceleration & Targeted Interventions (ESF Lever 5):**
    - *Need:* Widening gaps in 4th/5th grade reading comprehension and 5th grade STAAR math/science performance.
    - *Root Cause:*
      Absence of a structured, data-driven PLC protocol to map real-time MAP/interim TEKS deficits into daily small-group acceleration blocks.
3. **Restorative Culture & Instructional Preservation (ESF Lever 3):**
    - *Need:* Classroom disruptions impacting Tier 1 instructional time.
    - *Root Cause:* Staff focus has been reactive (harm-repair) rather than proactively implementing Tier 1 community circles, affective statements, and school-wide behavior routines.
4. **Two-Way Family Engagement & Communication (ESF Lever 3):**
    - *Need:* Passive family engagement among hard-to-reach subgroups.
    - *Root Cause:* Lack of a systematic, multilingual onboarding campaign to ensure 100% of families access and utilize the Thrillshare app.

4. Summary of Planned CIP Strategic Investments

To address these root causes, Title I Part A funding, State Compensatory Education (SCE) funds, and TEA LIFT grant resources will be

directed toward:

- **Job-Embedded Professional Learning:** Weekly protected PLC internalization time and bi-monthly LIFT leadership coaching cycles.
- **Targeted Acceleration Resources:** Supplemental digital tools (Zearn, Progress Learning) and small-group instructional materials for Tier 2/3 interventions.
- **Family Engagement & Climate Systems:** Schoolwide Restorative Practices coaching, community circles, and a dedicated Thrillshare onboarding protocol for families.

Demographics

Summary

Elolf STEAM Academy is a Title I elementary campus located in Converse, Texas, serving approximately 600 students in grades PK4 through 5 within the Judson Independent School District. As an open-enrollment campus, Elolf serves both resident and out-of-district families, supporting ongoing enrollment growth.

The student body reflects a rich diversity of cultural and socio-economic backgrounds:

- **Racial/Ethnic Makeup:** 52% Hispanic, 26% African American, 14% White, and 8% Two or More Races / Other groups.
- **Special Populations:** Approximately 71% Economically Disadvantaged, 23% Special Education, and 6% Emergent Bilingual (EB) students.
- **Family Context:** A significant portion of students reside in multi-generational households or live with extended family members.
- **Rich Cultural Diversity:** The student body's demographic balance provides a naturally inclusive culture where multi-cultural integration and diverse perspectives enhance collaborative learning.
- **Consistent Community Growth:** Open-enrollment draw indicates strong surrounding community trust and sustained family interest in the campus's specialized STEAM pathway.
- **Relational Support Systems:** Strong staff-student relationship-building structures help mitigate out-of-school mobility and household economic stress factors for high-need subgroups.

Strengths

- **Rich Cultural Diversity:** The student body's demographic balance provides a naturally inclusive culture where multi-cultural integration and diverse perspectives enhance collaborative learning.
- **Consistent Community Growth:** Open-enrollment draw indicates strong surrounding community trust and sustained family interest in the campus's specialized STEAM pathway.
- **Relational Support Systems:** Strong staff-student relationship-building structures help mitigate out-of-school mobility and household economic stress factors for high-need subgroups.

Student Learning

Summary

Elolf STEAM Academy utilizes multiple data sources, including STAAR, CLI / Circle Progress Monitoring, and NWEA MAP, to support student growth and achievement.

These are scores from the end of 2025-2026 school year:

MAP - Math

- 1st grade - 55.33 percentile
- 2nd grade - 46.53 percentile
- 3rd grade - 57.46 percentile
- 4th grade - 50.12 percentile
- 5th grade - 50.65 percentile

MAP - Reading

- 1st grade - 48.12 percentile
- 2nd grade - 46.56 percentile
- 3rd grade - 48.25 percentile
- 4th grade - 42.75 percentile
- 5th grade - 42.26 percentile

MAP - Science

- 5th grade - 51.63 percentile

STAAR Spring 2026

3rd grade:

- Math 35% scored at meets and masters levels
- Reading 44% scored at meets and masters levels

4th grade:

- Math 31% scored at meets and masters levels
- Reading 43% scored at meets and masters levels

5th grade:

- Math 27% scored at meets and masters levels
- Reading 32% scored at meets and masters levels
- Science 23% scored at meets and masters levels

Previous school year showed that at the EOY from QPS for PK and Kinder students:

- 60% above level
- 20% on level
- 20% below level

TELPAS

- 49% at meets or masters levels
- 51% at did not meet or approaches levels

Strengths

- **Grade-Level STEM Performance (National Norms):** MAP Math scores across multiple grade levels performed at or above the national norm (50th percentile), highlighted by **3rd Grade at the 57.46th percentile**, **1st Grade at the 55.33rd percentile**, and **5th Grade at the 50.65th percentile**.
- **5th Grade Science Achievement:** 5th Grade MAP Science instruction yielded a national norm ranking above average at the **51.63rd percentile**, demonstrating positive alignment with the campus STEAM focus.
- **Early Childhood Literacy Foundations:** End-of-year Quick Phonics Screener (QPS) data for Pre-K and Kindergarten shows strong early literacy development, with **80% of early learners performing on or above grade level** (60% above, 20% on level).
- **Primary Reading Performance:** 1st Grade (48.12 percentile) and 3rd Grade (48.25 percentile) MAP Reading results demonstrate consistent foundational literacy growth approaching national averages.
- **STAAR Grade-Level Reading Performance:** 3rd and 4th Grade Reading/Language Arts performance leads campus STAAR outcomes, with **44% of 3rd graders** and **43% of 4th graders** achieving the Meets or Masters Grade Level standard.
- **Language Acquisition Progress:** Nearly half (**49%**) of Emergent Bilingual students achieved the Meets or Masters proficiency threshold on TELPAS assessments, demonstrating steady English language acquisition across domains.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	While PK and Kinder exit scores are strong, 2nd grade students experience significant learning drop-offs on MAP benchmarks, dipping to the 46.53 percentile in Math and 46.56 percentile in reading, falling below national norms.	Tier 1 core instruction in 1st and 2nd grades lacks consistent phonics-to-comprehension bridges and structured math fluency routines needed to trasiition from early foundation skills to independent application.
2	Upper elementary MAP Reading scores decline progressively from 3rd grade (48.25 percentile) down to 4th grade (42.75 percentile) and 5th grade (42.26 percentile), leaving less than half of 5th graders (32%) performing at the STAAR Meets/ Masters standard.	Intermediate RLA classrooms lack systematic small-group guided reading instruction and text-dependent analytical comprehension routines, compounded by gaps in academic vocabulary among Emergent Bilingual and economically disadvantaged students.
3	Extended constructed responses (ECR) and written responses across STAAR RLA, Math, and Science show low student proficiency, preventing 4th grade (43%) and 5th grade (32%) RLA students from reaching higher-level STAAR performance bands.	A lack of vertical alignment and standardized daily writing expectations across grade levels (PK-5), resulting in students lacking sentence-stem fluency, evidence-based writing structures, and confidence in constructed responses.
4	Student achievement in STAAR Math decreases sharply between 3rd grade (35% Meets/Masters) and 5th grade (27% Meets/Masters), representing a 28-point drop from 1st grade MAP percentile rankings (55.33).	Math instruction relies heavily on procedural computation rather than concrete-representational-abstract (CRA) models and multi-step word problemsolving strategies required by rigorous TEKS standards.
5	Only 23% of 5th graders achieved Meets/Masters on STAAR Science, despite demonstrating average domain knowledge on MAP Science (51.63 percentile).	Science instruction lacks frequent hands-on laboratory experiences, scientific vocabulary scaffolding, and cross-curricular Project-Based Learning (PBL) integration required to master complex STAAR stimulus items and claim-evidence reasoning (CER) prompts.
6	Classroom disruptions and emotional regulation challenges cause lost instructional time, directly impacting academic growth in upper-grade core subjects and overburdening Tier 3 behavior supports.	Restorative Practices, affective statements, and proactive Tier 1 PBIS classroom systems are inconsistently implemented school-wide, leaving staff dependent on reactive discipline management rather than proactive community circles and self-regulation routines.

School Processes & Programs

Summary

Elolf STEAM Academy has several instructional systems and support structures in place to promote consistent, data-driven teaching and learning aligned to the Texas Essential Knowledge and Skills (TEKS).

Curriculum and Instruction:

The Judson ISD curriculum team provides comprehensive curriculum guides, instructional resources, and strategy-aligned materials for all core content areas. These guides ensure alignment with the TEKS and support consistent instructional delivery across all grade levels.

In Math, the campus is implementing Bluebonnet Math in grades K-5 during the 26-27 school year. Bluebonnet emphasizes conceptual understanding through daily components such as fluency, application problems, concept development, student debriefs and exit tickets.

In Reading, the campus is using HMH, district provided lessons and instructional slides that include phonics, morphology, and writing instruction. PLCs, walkthroughs, and instructional coaching help to ensure curriculum fidelity and guide professional development.

Assessment and Data Use:

Students in all grades participate in universal screeners to identify at-risk students:

PreK - Kinder use CLI Engage/Circle Progress Monitoring System

Grades 1-5 use NWEA MAP for Reading and Math.

These assessments provide teachers with data to inform small-group instruction and targeted interventions. Teachers review this data in PLCs facilitated by campus instructional coach and admin.

Intervention and Acceleration:

Teachers and students are supported with digital tools such as Zearn for Math and Progress Learning.

School Culture, Behavior, and Attendance:

Elolf uses Restorative practices to promote a consistent, campus wide approach to student behavior and expectations.

Strengths

- Clear intervention/acceleration programs for reading and math
- Weekly PLCs for collaboration and lesson internalization and delivery
- Behavior systems aligned to social-emotional learning and shared values

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Despite the rollout of district curriculum guides, HMH Reading slides, and the implementation of Bluebonnet Math (K-5), core instructional delivery remains inconsistent across classrooms, leading to wide variations in student cognitive engagement and lesson fidelity.	Professional Learning Community (PLC) time has historically focused on administrative tasks and data reviewing rather than deep lesson internalization, unpacking TEKS rigor, and practicing daily components (e.g., Bluebonnet application problems and student debriefs) prior to delivery.
2	Although universal screeners (CLI Engage, NWEA MAP) and digital intervention tools (Zearn, Progress Learning) are in place, targeted small-group instruction during acceleration periods is inconsistently aligned to real-time skill gaps, resulting in slow Tier 3 student progress.	The campus lacks a standardized, weekly protocol during PLCs for grouping students by specific TEKS deficiencies, tracking digital tool usage/mastery metrics, and planning targeted small-group teacher-led interventions.
3	While Restorative Practices are established as the campus behavior model, inconsistent implementation of Tier 1 classroom expectations and community circles leads to frequent behavioral disruptions, resulting in lost Tier 1 instructional time.	Professional development and coaching have focused primarily on Tier 2/3 harm-repair circles rather than embedding daily proactive Tier 1 restorative routines, affective statements, and classroom management structures across all grade levels.
4	Observation and walkthrough feedback to teachers has historically been evaluative rather than developmental, resulting in slow implementation of high-leverage instructional changes across core content areas.	Campus administrators and instructional coaches lack a structured, bi-weekly coaching feedback cycle (e.g., "See-It, Name-It, Do-It") integrated directly with the twice-monthly TEA LIFT grant representative visits.

★ = Priority

Perceptions

Summary

With an entirely new administrative leadership team entering the 26-27 school year, Elolf STEAM Academy is prioritizing transparent communication, positive campus climate, and strong community trust. The campus and Judson ISD have streamlined all parent outreach through **Thrillshare** as the unified district communication platform. While historical parent engagement suffered from fragmented communication channels and access barriers, early implementation of Thrillshare—complemented by an active campus Facebook page for community outreach and event promotion—has significantly reduced communication friction. The new administration is focused on leveraging these tools alongside Restorative Practices to build a cohesive, welcoming school culture for families and staff.

Strengths

- **Unified District Communication Platform:** Adoption of Thrillshare provides a single, reliable system for mass notifications, classroom updates, and two-way parent communication, eliminating previous multi-platform confusion.
- **Proactive Social Media Presence:** Active utilization of the campus Facebook page allows Elolf to showcase student achievement, promote STEAM events, and build positive brand identity within the local Converse community.
- **Leadership Transition Momentum:** The launch of the 26-27 school year under a new administrative team offers a fresh opportunity to reset culture, rebuild parent trust, and establish clear, consistent expectations across the campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While initial administrative broadcasts on Thrillshare have proceeded without major technical complaints, a significant portion of hard-to-reach and low-socioeconomic families remain passively engaged rather than actively participating in two-way school communications and academic partnerships.	Historical communication barriers created family disengagement, and the campus lacks a systematic, multilingual onboard/support protocol to ensure 100% of parents have downloaded, logged into, and mastered the Thrillshare app features.
2	Stakeholder perceptions regarding campus climate and discipline management vary between staff, students, and parents, impacting overall school pride and community cohesion during this leadership transition.	Proactive Restorative Practices, community circles, and school-wide expectations have not been clearly communicated or demonstrated to parents, leaving families unfamiliar with how the school handles behavior, character development, and conflict resolution.

★ = Priority

Goals

Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

Performance Objective 1

High Priority

By May 2027, the percentage of students scoring at the Meets Grade Level standard across all STAAR-tested subjects (Reading, Math, Science) will increase from the 2026 baseline to at least 45% in Reading, 40% in Math, and 35% in Science, with 100% of grades 1-5 maintaining grade-level growth on NWEA MAP benchmarks.

Evaluation Data Source: STAAR/MAP

Strategy 1

Purchase and provide instructional materials/technology to address areas of need in core content areas.

Strategy's Expected Result/Impact: All grade levels receiving instruction posters to support STAAR
Instructional materials readily available
Planning of instruction and data materials

Staff Responsible for Monitoring: Teachers and Administration

Funding Sources: Lowman Education 211 Title I, $2700 25/26 FY,

Formative Reviews

October	January	March	May
Moderate Progress			

Strategy 2

Lock in weekly protected PLC meeting times for all grade-level teams (K-5th). Implement a standardized 4-Question PLC Protocol (What do we want students to learn? How will we know if they learned it? What will we do if they don't? What will we do if they already know it?) centered directly on essential TEKS.

Strategy's Expected Result/Impact: Effective First Teach

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Trainer

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Performance Objective 2 ☑ High Priority

By May 2027, at least 85% of Pre-K and Kindergarten students will demonstrate grade-level proficiency on the CLI Engage / Circle screener, and 60% of 1st and 2nd graders will score at or above the 50th percentile on NWEA MAP Reading through high-fidelity HMH implementation.

Evaluation Data Source: CLI Engage/MAP

Strategy 1

Campus Administration and the Academic Trainer will conduct regular observation, feedback, and coaching cycles to ensure the consistent delivery of rigorous instruction and high-yield Effective First Teach strategies.

Strategy's Expected Result/Impact: Targeted feedback and instructional coaching will elevate classroom rigor, maximizing student mastery of grade-level concepts during initial instruction.

Staff Responsible for Monitoring: Admin and Academic Trainer

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

Formative Reviews

October	January	March	May
Some Progress			

Performance Objective 3

By the end of the 2026-2027 school year, 100% of Tier 2 and Tier 3 students (including SPED and Emergent Bilinguals) will receive documented weekly small-group acceleration using small group instruction/intervention and online platforms such as Zearn,Progress Learning, and Summit K12, resulting in at least 55% of SPED and EB students demonstrating domain growth on STAAR and TELPAS.

Evaluation Data Source: Zearn/Progress Learning/TELPAS/Summit K12/STAAR/Weekly Progress Monitors

Strategy 1

Establish a dedicated, protected 30-to-45-minute daily RTI/MTSS/Intervention block across all grade levels. Create a rotation schedule where Tier 2 and Tier 3 students complete structured intervention and/or digital learning modules (Zearn, Progress Learning, Summit K12) 3-4 days per week.

Staff Responsible for Monitoring: RTI Teachers, Classroom Teachers, SPED Teachers and Co-Teachers

Formative Reviews

Accomplished	Accomplished	Accomplished

October January March May

Performance Objective 4

Conducting STEM experiments in a STEAM Academy elementary school actively supports the goal of Student Academic Achievement and Success by providing students with engaging, hands on learning experiences that strengthen critical thinking, problem solving, creativity, and collaboration skills. Through STEM activities, students apply academic concepts from science, technology, engineering, and mathematics to real-world situations, making learning more meaningful and relevant. These experiences encourage curiosity, innovation, and perseverance while helping students develop a deeper understanding of curriculum standards. By actively supporting teachers with STEM-based instruction and providing students with opportunities to explore, investigate, and create, a STEAM Academy promotes academic growth, increases student engagement, and fosters overall success for all learners.

Strategy 1

Classroom Observation Data to document student engagement, collaboration, and participation during STEM lessons.
Progress Monitoring Reports to track academic growth throughout the school year.

Funding Sources: Lake Shore 211 Title I, $500, AMAZON 211 Title I, $1,500

Formative Reviews

Some Progress

October January March May

Performance Objective 5

To elevate academic rigor and maximize learning time, the campus will offer Gifted & Talented (GT) pull-out instruction, STEAM pull out instruction during the day and after-school academic clubs, delivering an enriched, accelerated curriculum that challenges high-achieving students and expands deep learning for all children.

Strategy 1

Teachers will establish after-school academic club offerings (e.g., Chess, STEM, Coding, Creative Writing) with targeted student invitation and open-enrollment options.

Strategy's Expected Result/Impact: Students are more exposed to STEM jobs/careers and opportunities.

Formative Reviews

Some Progress

October January March May

Performance Objective 6

Headphones are a necessary instructional resource that supports the effective implementation of technology based learning initiatives. They provide students with access to digital instructional content, online interventions, educational software, and assessments that require audio components. This purchase aligns with Title I goals by increasing student access to high quality instructional resources, supporting differentiated instruction, and helping all students meet challenging academic standards.

Evaluation Data Source: Students will demonstrate increased engagement, improved participation in technology based learning activities, and greater access to individualized instructional support, contributing to improved academic performance and achievement.

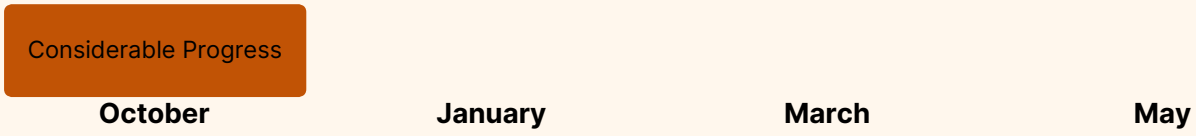
Strategy 1

100% of students will have access to audio-supported digital learning programs and online assessments during the school day.

Strategy's Expected Result/Impact: By the end of the school year, students will have uninterrupted access to digital instructional resources, resulting in increased participation in technology-based learning, improved assessment readiness, and enhanced academic achievement in reading, math, and science.

Funding Sources: Amazon 211 Title I, 6397, $3,000

Formative Reviews



Performance Objective 7

The English Sound-Spelling Wall is used to support explicit phonics instruction by helping students connect speech sounds (phonemes) to the letters and letter patterns (graphemes) that represent those sounds in written language. Organized by sounds rather than the alphabet, the Sound-Spelling Wall reinforces phonemic awareness, phonics, decoding, encoding, and spelling skills. It provides students with a visual reference that promotes independent reading and writing while supporting the Science of Reading approach to literacy instruction. Sound-Spelling Walls benefit students by strengthening foundational literacy skills, increasing reading accuracy and fluency, improving spelling development, and supporting English learners and struggling readers through explicit sound-to-print connections

Evaluation Data Source: students will use the English Sound-Spelling Wall to strengthen phonemic awareness and phonics skills, resulting in improved decoding, encoding, reading fluency, spelling accuracy, and overall literacy achievement.

Strategy 1

Teachers will implement and consistently utilize English Sound-Spelling Walls during Tier I literacy instruction to explicitly teach phoneme-grapheme relationships and support students' development of phonemic awareness, phonics, decoding, encoding, reading fluency, and spelling skills.

Strategy's Expected Result/Impact: By the end of the school year, students will show measurable growth in foundational literacy skills, as evidenced by improved phonics and reading assessment scores, increased reading fluency, and greater accuracy in spelling and written language tasks.

Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, and Campus Administration.

Funding Sources: 95 percent group 211 Title I, 6399, $500

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Performance Objective 8

Purchase physical education equipment and instructional resources to support student wellness, physical fitness, and the development of fundamental motor skills. Equipment such as soccer balls, footballs, hula hoops, cones, storage systems, and structured activity stations will provide students with increased opportunities to participate in engaging, standards-aligned physical activities that promote coordination, teamwork, and healthy lifestyles. The replacement of worn and missing equipment will ensure a safe and effective learning environment for all students

Strategy 1

Implement engaging, hands on physical education activities through the use of age appropriate equipment that supports student wellness, social emotional learning, and active participation. Equipment will be used to increase student engagement and provide differentiated opportunities for skill development.

Strategy's Expected Result/Impact: Increased student participation, engagement, and physical fitness through access to safe, age appropriate physical education equipment. Students will develop motor skills, teamwork, and healthy habits through daily participation in standards based PE activities

Staff Responsible for Monitoring: Coach Bernard Pena will monitor equipment usage, student participation, and implementation of PE activities. Campus administration, including Principal Jami Sawyer, will review progress through classroom observations, participation data, and equipment inventory assessments to ensure the strategy is implemented with fidelity

Funding Sources: Amazon 211 Title I, 6399, $1,000, Gopher 211 Title I, 6399, $2,400

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

Performance Objective 1

By October 2026, campus administration and the instructional coach--in partnership with the bi-monthly TEA LIFT representative--will establish a bi-weekly walkthrough cycle ensuring 100% of core teachers receive actionable feedback within 48 hours of observation.

Strategy 1

Conduct joint baseline walkthroughs with the TEA LIFT representative during bi-monthly visits to align observation focus areas (e.g., Texas Instructional Leadership / TIL rubrics, student engagement, standard alignment).

Strategy's Expected Result/Impact: 100% of core teachers receive aligned, bite-sized action steps based on Texas Instructional Leadership (TIL) rubrics, driving measurable growth in Tier 1 instruction, student engagement, and grade-level standard alignment as measured by bi-weekly walkthrough data and interim assessment trends.

Staff Responsible for Monitoring: Admin

Formative Reviews

October	January	March	May
Considerable Progress			

Performance Objective 2

Core content teachers will execute high-quality, aligned Tier 1 instruction--measured by growth on district interim assessments and STAAR progress measures--by completing weekly lesson internalizations for Bluebonnet Math and HMH Reading during structured PLCs prior to classroom delivery.

Strategy 1

Throughout the 2026-2027 school year, core content grade-level teams will meet weekly in structured PLCs to complete 100% of planned lesson internalizations for Bluebonnet Math and HMH Reading prior to classroom delivery.

Formative Reviews

Some Progress

October	January	March	May

Performance Objective 3

By May 2027, campus staff retention will reach 85% or higher, and staff survey results will show a 20% increase in positive perceptions regarding campus leadership support, professional growth opportunities, and school-wide restorative discipline practices.

Strategy 1

Establish an anonymous survey to staff to capture staff perception on leadership support, professional growth, and campus climate, ensuring responsive administrative action.

Strategy's Expected Result/Impact: Increased opportunities for authentic staff input lead to actionable administrative responses, directly enhancing job satisfaction, morale, and staff commitment to long-term campus retention.

Formative Reviews

No Progress

October	January	March	May

Goal 3

Stakeholder Engagement - Serve and market to our families, businesses, and broader community through communication, collaboration and connections

Performance Objective 1

By November 2026, the campus will achieve 90%+ active parent onboarding on the Thrillshare app across all grade levels, maintaining weekly two-way campus communications to eliminate historical engagement barriers.

Strategy 1

Establish a mandatory weekly broadcast delivered via Thrillshare push notifications and SMS to build predictable communication habits for families.

Strategy's Expected Result/Impact: Improve communication with families of current events and tips on how to help their child learn.

Formative Reviews

Moderate Progress

October	January	March	May

Performance Objective 2

By May 2027, full implementation of Tier 1 Restorative Practices (daily morning circles, affective statements) will decrease out-of-classroom discipline referrals by 20%, thereby preserving critical instructional time across core subjects

Strategy 1

Capitalize on early-year momentum by institutionalizing daily Restorative Practices across all classrooms.

Strategy's Expected Result/Impact: systematically reduce office discipline referrals (ODRs) and protect core instructional time.

Formative Reviews

Moderate Progress

October	January	March	May

Performance Objective 3

During the 2026-2027 school year, the campus will host at least 2 Title I Family Academic & STEAM Nights, achieving a 25% increase in total family attendance compared to the prior school year.

Strategy 1

Offer campus-wide motivators, such as homework passes, extra recess time for classes with high attendance percentages, and STEAM raffle prizes (e.g., family science kits).

Strategy's Expected Result/Impact: increase attendance of families participation in school activities

Formative Reviews

October	January	March	May
No Progress			

Performance Objective 4

Open House emphasizes meaningful parent engagement supports student achievement and success. To learn about academic programs and expectations.

Strategy 1

Showcasing Writing Examples, STEM Projects, Art Displays. This helps parents understand learning expectations and celebrate their child's growth.

Strategy's Expected Result/Impact: increase academic achievement through stronger home school partnership

Funding Sources: HEB 211 Title I, 6499, $500

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Goal 4 Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

Performance Objective 1

By April 2027, 100% of Title I Part A and State Compensatory Education (SCE) funds will be fully allocated and spent in direct compliance with campus priority needs (small-group intervention tools, tutoring, and family literacy materials) with zero audit findings.

Strategy 1

Purchase literacy and math instructional materials for priority needs students.

Strategy's Expected Result/Impact: Increase in student achievement

Formative Reviews

Some Progress

October	January	March	May

Performance Objective 2

By September 2026, the campus operational committee will complete an inventory audit and establish a scheduling rotation to ensure 100% of classrooms have equitable access to STEAM lab equipment, digital devices, and supplemental curriculum tools (Zearn, Progress Learning).

Strategy 1

Establish a room to be identified as a Science Lab for hands-on science experiments.

Strategy's Expected Result/Impact: Increase student achievement in science

Formative Reviews

Some Progress

October	January	March	May

Performance Objective 3

Throughout the 2026-2027 school year, campus operations will maintain 100% compliance with mandatory state safety drills, while systematic attendance tracking protocols will raise Average Daily

Attendance (ADA) from the current baseline to 95% or higher.

Strategy 1

Conduct a monthly fire drill schedule.

Strategy's Expected Result/Impact: Ensure compliance and that all expectations for staff and students is clear

Formative Reviews

October	January	March	May
Accomplished	Accomplished	Accomplished	

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director & Coordinator of Counseling	9/29/2026	Jodi Burton	9/28/2026
Child Abuse and Neglect	Director & Coordinator of Counseling	9/29/2026	Jodi Burton	9/28/2026
Disciplinary Alternative Education Program (DAEP)	Director of Pupil Services	--	Jodi Burton	9/30/2026
Dropout Prevention	Counseling Director	10/1/2026	Jodi Burton	10/1/2026
Title I, Part C Migrant	FPG Director	9/28/2026	Jodi Burton	9/28/2026
Technology Integration	Executive Director of Technology	--	Jodi Burton	10/1/2026
Parent & Family Engagement Policy	FPG Director	--	Jodi Burton	9/28/2026
Decision-Making and Planning Policy Evaluation	--	--	Jodi Burton	9/28/2026
Coordinated Health Program	Director of Health Services	--	Jodi Burton	9/28/2026
Dyslexia Treatment Program	SPED Director	--	Jodi Burton	9/28/2026
Pregnancy Related Services	MV Coordinator	9/30/2026	Jodi Burton	9/30/2026
Student Welfare: Crisis Intervention Programs and Training	Counseling Director & Coordinator	9/29/2026	Jodi Burton	9/28/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	JISD Chief of Police	9/28/2026	Jodi Burton	9/28/2026
Student Welfare: Discipline/Conflict/ Violence Management	--	--	Jodi Burton	9/28/2026
Homeless - MV	Homeless Coordinator	9/30/2026	Jodi Burton	9/30/2026