

Duncanville Independent School District

Hardin Elementary School

2025-2026 Campus Improvement Plan



Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Hardin Elementary, our student body is composed of approximately 60% Hispanic, 37% African American, and 3% other student groups. We serve a diverse community of learners, with varied needs across attendance, mobility, and specialized programs.

Based on our district assessment data and STAAR performance for the 2024-2025 school year, Hispanic students outperformed African American students in every content area. There were very little Meets and Masters students.

TELPAS students continue to struggle in the area of LISTENING, SPEAKING and WRITING.

Culture & Climate

The overall school culture and climate are positive. This is reflected in our low teacher absenteeism and turnover rates, as well as strong staff commitment. The implementation of our CHAMPS system has contributed significantly to this positive environment by decreasing student discipline infractions and fostering mutual respect across the campus.

Student Success & Programs

Students are supported through a range of academic and enrichment programs, including advanced courses, special education, and other specialized programs, with a focus on preparing them for future success.

Staffing & Support

Our dedicated teaching staff is supported by experienced paraprofessionals and a focus on teacher retention and recruitment, ensuring a stable and effective teacher-student ratio to meet student needs.

Demographics Strengths

- Hardin Elementary has a diverse faculty and staff.
- In addition to our Bilingual Certified teachers, there has been an addition of Bilingual support staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hardin has a high percentage of Economically Disadvantaged students

Root Cause: Many families experience economic challenges, frequent housing changes, and demanding work schedules, which contribute to high student mobility and chronic absenteeism, reducing the consistency and impact of instruction. As a result the principal has to prioritize fiscal operations to ensure there are extended day opportunities for students.

Student Learning

Student Learning Summary

At Hardin Elementary 60% of our student body are of Hispanic origin. African American students account for 37% and 3% other. School culture and climate is positive. This is evident in low teacher absenteeism and turnover. Our current CHAMPS system has decreased student discipline infractions and has increased mutual respect campus wide.

Student Learning Strengths

- Hardin Intermediate has a diverse faculty and staff.
- In addition to our Bilingual Certified teachers, there has been an addition of a Bilingual Diagnostician, as well as Bilingual support staff.
- 100% of student population participated in the 2024-2025 STAAR test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students continue to score low in the area of Speaking, Listening and Writing on TELPAS.

Root Cause: Students lack experience with the new TELPAS testing items and consistent practice opportunities.

Problem Statement 2 (Prioritized): Students need targeted intervention during and after school to improve STAAR Meets scores.

Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.

School Processes & Programs

School Processes & Programs Summary

At Hardin Elementary, we had to reevaluate our processes and procedures in some areas to ensure we maintained a safe environment. We created push in as well as push out support for interventions to minimize intervention group sizes and movement of students.

We hosted academic nights to provide parents with support in Science and Math. We also held a Reading Literacy night.

We reorganized the dismissal process to ensure safety, efficiency, and timeliness.

We utilize our HOUSE system to strength our campus culture and promote positive behaviors.

New teachers have been assigned a mentor for the 2025-2026 school year and provided ongoing weekly support.

School Processes & Programs Strengths

- Positive school climate and culture as indicated by district staff, student, and parent perception data.
- Minimal absenteeism among teachers
- House system
- PLC processes and procedures create a uniform and structured environment
- Celebrations of students and staff
- Communication through Hardin Hub, Hardin Herald, Parent Newsletter
- Parental Involvement opportunities
- Visibility of administrative team
- Student of the month recognition

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier I instruction is not consistently rigorous or differentiated, reducing the impact of WIN Time interventions.

Root Cause: Variations in teacher capacity and inconsistent monitoring of instructional expectations limit the effectiveness of Tier I practices.

Problem Statement 2 (Prioritized): Teachers require more sustained support with higher-order questioning, language acquisition strategies, and aggressive monitoring.

Root Cause: Professional development is offered, but it is not consistently job-embedded or reinforced with ongoing coaching and accountability.

Perceptions

Perceptions Summary

At Hardin Elementary, we provide a safe and nurturing environment. We are a Kindness certified school. Students are provided with daily character building lessons as well as weekly SEL instruction.

We believe that it takes a village so we provide opportunities for our families to be engaged in their students learning and involved in their school.

We believe that our role is to empower our learners so they can in turn be successful in middle school and beyond. We accomplish that by focusing on positive character traits.

We believe that providing our students with a positive learning environment through meeting their social and emotional needs will lead to academic achievement. As we empower our learners with the skills and tools to be successful, they will in turn learn and grow.

Staff and faculty are always informed weekly because of the current communication systems in place such as daily announcements, weekly Hardin Herald, social media, Hardin Hub (internal website), GROUPME and Talking Points.

Perceptions Strengths

- Staff provides a nurturing environment
- High expectations for all students
- Teachers provide quality instruction daily
- Administration is supportive
- Students and faculty love coming to school.
- Staff collaboration is a campus norm
- Staff commitment to students is high as they work towards closing achievement gaps
- Students have expressed they love coming to school

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is limited parent participation in academic-focused events and activities.

Root Cause: Language barriers, competing work schedules, and a focus on celebratory events (e.g., awards or showcases) reduce engagement in regular academic opportunities.

Problem Statement 2: Student discipline concerns exist among staff.

Root Cause: Inconsistent use of CHAMPS and classroom management practices.

Priority Problem Statements

Problem Statement 1: Hardin has a high percentage of Economically Disadvantaged students

Root Cause 1: Many families experience economic challenges, frequent housing changes, and demanding work schedules, which contribute to high student mobility and chronic absenteeism, reducing the consistency and impact of instruction. As a result the principal has to prioritize fiscal operations to ensure there are extended day opportunities for students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores.

Root Cause 2: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tier I instruction is not consistently rigorous or differentiated, reducing the impact of WIN Time interventions.

Root Cause 3: Variations in teacher capacity and inconsistent monitoring of instructional expectations limit the effectiveness of Tier I practices.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teachers require more sustained support with higher-order questioning, language acquisition strategies, and aggressive monitoring.

Root Cause 4: Professional development is offered, but it is not consistently job-embedded or reinforced with ongoing coaching and accountability.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is limited parent participation in academic-focused events and activities.

Root Cause 5: Language barriers, competing work schedules, and a focus on celebratory events (e.g., awards or showcases) reduce engagement in regular academic opportunities.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Support Systems and Other Data

- Other
 - Walkthrough Data

Priorities


Priority 1: Student Academic Success





Goal 1: By June 2026, student achievement on the third-grade state assessment in Reading at the "Meets" performance level or above will increase from the district average of 34% to 45% on the STAAR test.

High Priority

Evaluation Data Sources: DCA, iReady Diagnostics Reports, STAAR

Strategy 1 Details		Reviews			
Strategy 1: Work with SustainEd once a week to unpack reading TEKS and internalize lessons. Strategy's Expected Result/Impact: By engaging weekly with SustainEd to unpack reading TEKS and internalize lessons, teachers will strengthen their content knowledge and instructional practices. This will lead to more targeted, rigorous reading instruction, improved student comprehension, and an increase in the percentage of third-grade students performing at the "Meets" level or above on the STAAR Reading assessment. Staff Responsible for Monitoring: Christal Thompson and Makayla James Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: The campus will implement daily, data-driven small group instruction during classroom reading blocks to address identified instructional gaps and provide targeted support based on individual student needs. Strategy's Expected Result/Impact: Students will receive daily, differentiated instruction aligned to their performance levels, accelerating growth for struggling readers while extending learning for advanced students. This structured, data-informed approach will increase the number of students performing at the Meets and Masters levels. Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith, Grade-level teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1 Problem Statements:


Student Learning
Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.
School Processes & Programs
Problem Statement 1: Tier I instruction is not consistently rigorous or differentiated, reducing the impact of WIN Time interventions. Root Cause: Variations in teacher capacity and inconsistent monitoring of instructional expectations limit the effectiveness of Tier I practices.





Priority 1: Student Academic Success

Goal 2: By June 2026, student achievement on the 1st grade iReady Reading testing will increase from 5% to 45% at the 50th percentile.

High Priority
Evaluation Data Sources: iReady Diagnostics Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly, data-driven small group instruction using iReady Reading learning pathway to target individual student needs, combined with ongoing teacher collaboration and coaching to ensure effective lesson delivery and skill mastery during dedicated WIN time. Strategy's Expected Result/Impact: Targeted small group instruction and teacher support will increase first-grade students at or above the 50th percentile on iReady Reading from 5% to 45%, strengthening foundational literacy skills. Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> <div>No Progress</div>			

Strategy 2 Details		Reviews			
<p>Strategy 2: The campus will implement a structured progress-monitoring system to track student growth and ensure instructional effectiveness in first-grade reading. Teachers will conduct biweekly data reviews to analyze i-Ready Reading reports, adjust small-group instruction, and identify students in need of targeted intervention. The leadership team will conduct regular walkthroughs during WIN Time to ensure fidelity of implementation, provide feedback, and support teachers through coaching and modeling.</p> <p>Strategy's Expected Result/Impact: Consistent use of progress monitoring and data-driven instructional adjustments will increase first-grade student achievement on i-Ready Reading from 5% to 45% at or above the 50th percentile by June 2026, closing performance gaps and improving overall reading proficiency.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuna Smith, Grade-Level Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 2 Problem Statements:


Student Learning
<p>Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.</p>





Priority 1: Student Academic Success

Goal 3: By June 2026, student achievement on the 2nd grade iReady Reading testing will increase from 13% to 45% at the 50th percentile

High Priority
Evaluation Data Sources: iReady Diagnostics Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Targeted small group instruction and teacher support will increase second-grade students at or above the 50th percentile on iReady Reading from 13% to 45%, strengthening foundational literacy skills.</p> <p>Strategy's Expected Result/Impact: Targeted small group instruction and teacher support will increase first-grade students at or above the 50th percentile on iReady Reading from 13% to 45%, strengthening foundational literacy skills.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	<div> No Progress</div>			

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will implement a structured progress-monitoring system to track student growth and ensure instructional effectiveness in second-grade reading. Teachers will conduct biweekly data reviews to analyze i-Ready Reading reports, adjust small-group instruction, and identify students in need of targeted intervention. The leadership team will conduct regular walkthroughs during WIN Time to ensure fidelity of implementation, provide feedback, and support teachers through coaching and modeling.</p> <p>Strategy's Expected Result/Impact: Consistent use of progress monitoring and data-driven instructional adjustments will increase second-grade student achievement on i-Ready Reading from 5% to 45% at or above the 50th percentile by June 2026, closing performance gaps and improving overall reading proficiency.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuna Smith, Grade-Level Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3 Problem Statements:


Student Learning
<p>Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.</p>


Priority 1: Student Academic Success





Goal 4: By June 2026, student achievement on the 5th grade state assessments in Science will increase at approaches from 41% to 85%, meets from 12% to 45%, and masters from 2% to 35% on the STAAR test.

High Priority

Evaluation Data Sources: DCA, MAP Science BOY, MOY, EOY Reports, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Implement weekly collaborative planning and coaching sessions focused on unpacking the Science TEKS, designing standards-aligned lessons, and incorporating hands-on, inquiry-based activities. Provide targeted small group interventions for students below grade level and monitor progress using formative assessments to adjust instruction.</p> <p>Strategy's Expected Result/Impact: Improved instruction and targeted support will increase 5th-grade STAAR Science performance, raising "Approaches" from 41% to 85%, "Meets" from 12% to 45%, and "Masters" from 2% to 35%.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<div> No Progress</div>			

Strategy 2 Details		Reviews			
Strategy 2: The campus will enhance Science instruction through the consistent use of Savvas Science to strengthen lesson alignment, rigor, and student engagement. Teachers will use Savvas resources for daily lessons, hands-on investigations, and formative assessments aligned to the TEKS. The leadership team will provide support and monitor implementation through walkthroughs and data reviews. Strategy's Expected Result/Impact: Purposeful use of Savvas will improve instructional consistency, deepen student understanding, and increase performance on the 5th Grade STAAR Science assessment. Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith and 5th Grade Science Teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.
School Processes & Programs
Problem Statement 1: Tier I instruction is not consistently rigorous or differentiated, reducing the impact of WIN Time interventions. Root Cause: Variations in teacher capacity and inconsistent monitoring of instructional expectations limit the effectiveness of Tier I practices.


Priority 1: Student Academic Success





Goal 5: By June 2026, student achievement on the third-grade state assessment in Math at the "Meets" performance level or above will increase from the district average of 27% to 45% on the STAAR test

High Priority

Evaluation Data Sources: DCA, iReady Diagnostics Reports, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Collaborate weekly with SustainEd to analyze third-grade Math TEKS, internalize key concepts, and design rigorous, standards-aligned lessons. Use targeted small group instruction and ongoing formative assessments to address learning gaps and track student progress.</p> <p>Strategy's Expected Result/Impact: Teachers will deepen their Math expertise and deliver more precise, effective instruction, leading to increased student understanding and achievement.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<div><div></div></div> <div>No Progress</div>			

Strategy 2 Details		Reviews			
Strategy 2: The campus will implement daily, data-driven small group instruction during math class to address identified instructional gaps and provide targeted support based on individual student needs. Strategy's Expected Result/Impact: Students will receive daily, differentiated instruction aligned to their performance levels, accelerating growth for struggling readers while extending learning for advanced students. This structured, data-informed approach will increase the number of students performing at the Meets and Masters levels. Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith, Grade-level teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.
School Processes & Programs
Problem Statement 1: Tier I instruction is not consistently rigorous or differentiated, reducing the impact of WIN Time interventions. Root Cause: Variations in teacher capacity and inconsistent monitoring of instructional expectations limit the effectiveness of Tier I practices.


Priority 1: Student Academic Success





Goal 6: By June 2026, student achievement on the fourth-grade state assessment in Math at the "Meets" performance level or above will increase from the district average of 25% to 45% on the STAAR test

High Priority

Evaluation Data Sources: DCA, iReady Diagnostics Reports, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Engage weekly with SustainEd to analyze fourth-grade Math TEKS, internalize key concepts, and create standards-aligned, rigorous lessons. Provide focused small group instruction and use ongoing formative assessments to address student needs and track growth.</p> <p>Strategy's Expected Result/Impact: Teachers will enhance their Math expertise and deliver more precise, targeted instruction, leading to stronger student understanding and achievement.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<div><div></div></div> <div>No Progress</div>			

Strategy 2 Details		Reviews			
Strategy 2: The campus will implement daily, data-driven small group instruction during math class to address identified instructional gaps and provide targeted support based on individual student needs. Strategy's Expected Result/Impact: Students will receive daily, differentiated instruction aligned to their performance levels, accelerating growth for struggling readers while extending learning for advanced students. This structured, data-informed approach will increase the number of students performing at the Meets and Masters levels. Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith, Grade-level teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 6 Problem Statements:

Student Learning
Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.
School Processes & Programs
Problem Statement 1: Tier I instruction is not consistently rigorous or differentiated, reducing the impact of WIN Time interventions. Root Cause: Variations in teacher capacity and inconsistent monitoring of instructional expectations limit the effectiveness of Tier I practices.


Priority 1: Student Academic Success





Goal 7: By June 2026, student achievement on the fourth-grade state assessment in Reading at the "Meets" performance level or above will increase from the district average of 33% to 45% on the STAAR test

High Priority

Evaluation Data Sources: DCA, iReady Diagnostics Reports, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Collaborate weekly with SustainEd to unpack fourth-grade Reading TEKS, internalize lessons, and design standards-aligned, rigorous instruction. Use formative assessments and targeted small group instruction to address individual student needs and monitor progress.</p> <p>Strategy's Expected Result/Impact: Teachers will deepen their content knowledge and deliver more effective, targeted reading instruction, leading to increased student comprehension and engagement. This will raise the percentage of fourth-grade students performing at the "Meets" level or above on the STAAR Reading assessment from 33% to 45%.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<div><div></div></div> <div>No Progress</div>			

Strategy 2 Details		Reviews			
Strategy 2: The campus will implement daily small group reading instruction using i-Ready data and formative assessments to target comprehension and vocabulary gaps. Teachers will track student progress biweekly and adjust instruction to ensure at least 70% of students show growth toward grade-level proficiency. Strategy's Expected Result/Impact: Increased reading fluency and comprehension will raise the percentage of students meeting or exceeding grade-level standards on STAAR from 33% to 45% by June 2026. Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith and 4th Grade Reading Teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 7 Problem Statements:


Student Learning
Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.
School Processes & Programs
Problem Statement 1: Tier I instruction is not consistently rigorous or differentiated, reducing the impact of WIN Time interventions. Root Cause: Variations in teacher capacity and inconsistent monitoring of instructional expectations limit the effectiveness of Tier I practices.


Priority 1: Student Academic Success





Goal 8: By June 2026, student achievement on the fifth-grade state assessment in Math at the "Meets" performance level or above will increase from the district average 25% to 45% on the STAAR test

High Priority

Evaluation Data Sources: DCA, iReady Diagnostics Reports, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Collaborate weekly with SustainEd to unpack fifth-grade Math TEKS, internalize lessons, and plan standards-aligned, rigorous instruction. Implement targeted small group instruction and use formative assessments to address student gaps and monitor progress.</p> <p>Strategy's Expected Result/Impact: Teachers will strengthen their content knowledge and deliver more effective, targeted Math instruction, increasing student mastery and engagement. This will raise the percentage of fifth-grade students performing at the "Meets" level or above on the STAAR Math assessment from 25% to 45%.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<div> No Progress</div>			

Strategy 2 Details		Reviews			
Strategy 2: The campus will implement daily small group math instruction using i-Ready and formative assessment data to target gaps in computation and problem-solving. Teachers will monitor progress biweekly and adjust instruction to ensure at least 80% of students show growth toward grade-level mastery. Strategy's Expected Result/Impact: Targeted daily small group instruction will increase student performance on the 5th Grade Math STAAR at the Meets level or above from 25% to 45% by June 2026. Staff Responsible for Monitoring: Christal Thompson, Makayla James, and 5th Grade Math Teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 8 Problem Statements:

Student Learning
Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.
School Processes & Programs
Problem Statement 1: Tier I instruction is not consistently rigorous or differentiated, reducing the impact of WIN Time interventions. Root Cause: Variations in teacher capacity and inconsistent monitoring of instructional expectations limit the effectiveness of Tier I practices.


Priority 1: Student Academic Success





Goal 9: By June 2026, student achievement on the fifth-grade state assessment in Reading at the "Meets" performance level or above will increase from the district average of 34% to 45% on the STAAR test

High Priority

Evaluation Data Sources: DCA, iReady Diagnostics Reports, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Collaborate weekly with SustainEd to unpack fifth-grade Reading TEKS, internalize lessons, and plan standards-aligned, rigorous instruction. Use formative assessments and small group instruction to target student needs and monitor progress.</p> <p>Strategy's Expected Result/Impact: Collaborate weekly with SustainEd to unpack fifth-grade Reading TEKS, internalize lessons, and plan standards-aligned, rigorous instruction. Use formative assessments and small group instruction to target student needs and monitor progress.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	<div><div></div></div> <div>No Progress</div>			

Strategy 2 Details		Reviews			
Strategy 2: The campus will deliver daily differentiated reading instruction in small groups based on i-Ready data and ongoing formative assessments. Teachers will analyze student progress every two weeks and adjust instruction to ensure that at least 80% of students demonstrate measurable growth toward grade-level expectations. Strategy's Expected Result/Impact: Consistent, data-driven small group instruction will strengthen comprehension, fluency, and vocabulary, raising the percentage of students performing at the Meets level or higher on the 5th Grade Reading STAAR from 34% to 45% by June 2026. Staff Responsible for Monitoring: Christal Thompson, Makayla James, Tajuana Smith and 5th Grade Reading Teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 9 Problem Statements:



Student Learning
Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. Root Cause: The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.
School Processes & Programs
Problem Statement 1: Tier I instruction is not consistently rigorous or differentiated, reducing the impact of WIN Time interventions. Root Cause: Variations in teacher capacity and inconsistent monitoring of instructional expectations limit the effectiveness of Tier I practices.

Priority 2: Students, Families, and Community

Goal 1: By June 2026, stakeholder's beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness" will increase from 50% to 70%

High Priority

Evaluation Data Sources: Survey Feedback

Strategy 1 Details		Reviews			
Strategy 1: Implement regular communication and engagement initiatives, including workshops, newsletters, and meetings, to share the school's college and career readiness programs and highlight student successes. Provide opportunities for stakeholders to give feedback and actively participate in school initiatives. Strategy's Expected Result/Impact: Increased transparency, engagement, and awareness will strengthen stakeholder confidence in the school's commitment to preparing students for college and career readiness. Staff Responsible for Monitoring: Christal Thompson - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			
Strategy 2 Details		Reviews			
Strategy 2: The campus will strengthen communication and stakeholder engagement by distributing weekly newsletters that highlight student achievements, instructional priorities, and college and career readiness initiatives. Feedback from families and staff will be collected each semester to measure awareness and perception of readiness efforts. Strategy's Expected Result/Impact: Increased exposure to college and career pathways will strengthen stakeholder confidence in the school's commitment to readiness, raising positive survey responses from 50% to 70% by June 2026. Staff Responsible for Monitoring: Christal Thompson, Makayla James, Sonya Holland and Campus Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:



Perceptions

Problem Statement 1: There is limited parent participation in academic-focused events and activities. **Root Cause:** Language barriers, competing work schedules, and a focus on celebratory events (e.g., awards or showcases) reduce engagement in regular academic opportunities.

Priority 2: Students, Families, and Community

Goal 2: By June 2026, 60% of students will attend Hardin Elementary Career Day.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Plan and promote Hardin Elementary Career Day through classroom presentations, morning announcements, parent newsletters, and targeted invitations. Partner with local businesses and community members to provide engaging, hands-on career experiences that appeal to students and families. Strategy's Expected Result/Impact: Increased awareness and excitement around Career Day, combined with engaging activities, will encourage higher student participation, resulting in at least 60% of students attending the event Staff Responsible for Monitoring: Sonya Holland, Makayla James, Parent Liaison - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: The campus will promote college readiness by hosting a Spring College Day featuring university representatives, student-led presentations, and classroom activities highlighting postsecondary pathways. Teachers will integrate college-readiness lessons before and after the event, and feedback from families and students will be collected to evaluate impact. Strategy's Expected Result/Impact: Increased exposure to college experiences and pathways will strengthen stakeholder confidence in the school's commitment to student readiness, raising positive survey responses from 50% to 70% by June 2026. Staff Responsible for Monitoring: Sonya Holland, Makayla James, Parent Liaison Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2 Problem Statements:

Student Learning

Problem Statement 2: Students need targeted intervention during and after school to improve STAAR Meets scores. **Root Cause:** The high at risk population and historical performance on assessments indicate that additional interventions and support are required to increase student achievement.

Perceptions



Problem Statement 1: There is limited parent participation in academic-focused events and activities. **Root Cause:** Language barriers, competing work schedules, and a focus on celebratory events (e.g., awards or showcases) reduce engagement in regular academic opportunities.

Priority 2: Students, Families, and Community

Goal 3: By June 2026, ADA will increase from 91% to 95%.

High Priority

Evaluation Data Sources: Weekly ADA Report

Strategy 1 Details	Reviews			
Strategy 1: The campus will sustain monthly attendance initiatives that include recognition and incentives for students and classes demonstrating improved or perfect attendance. These efforts will encourage a positive culture around attendance and reinforce the importance of being present every day Strategy's Expected Result/Impact: Ongoing recognition and incentive-based initiatives will increase student motivation to attend daily, reduce chronic absenteeism, and improve overall academic performance. Staff Responsible for Monitoring: Attendance Committee, Makayla James, Christal Thompson Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: The campus will ensure ongoing communication with families about attendance expectations, policies, and the connection between attendance and student success. Families will receive reminders and updates through weekly newsletters, phone calls, and parent conferences to foster collaboration and accountability. Strategy's Expected Result/Impact: Frequent, transparent communication will improve family understanding of attendance expectations, reduce absences, and increase the campus's average daily attendance (ADA). Staff Responsible for Monitoring: Attendance Committee, Makayla James, Christal Thompson Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3 Problem Statements:

Demographics

Problem Statement 1: Hardin has a high percentage of Economically Disadvantaged students **Root Cause:** Many families experience economic challenges, frequent housing changes, and demanding work schedules, which contribute to high student mobility and chronic absenteeism, reducing the consistency and impact of instruction. As a result the principal has to prioritize fiscal operations to ensure there are extended day opportunities for students.

Priority 3: Personnel and Professional Development

Goal 1: By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS domain 2.1 will increase from 10% to 20% by June 2026.

High Priority

Evaluation Data Sources: T-TESS EOY Evaluations, HR Report

Strategy 1 Details		Reviews			
Strategy 1: Develop a structured professional growth pathway focused on T-TESS Domain 2.1, including targeted coaching, modeling of best practices, collaborative lesson planning, and regular reflection sessions. Provide clear exemplars and actionable feedback to support teachers in refining instructional techniques. Strategy's Expected Result/Impact: Teachers will strengthen their instructional planning and delivery, resulting in an increase from 10% to 20% of teachers achieving "Accomplished" or higher on T-TESS Domain 2.1 by June 2026. Staff Responsible for Monitoring: Christal Thompson, Makayla James - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Jan	Apr	June
		<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Teachers require more sustained support with higher-order questioning, language acquisition strategies, and aggressive monitoring. Root Cause: Professional development is offered, but it is not consistently job-embedded or reinforced with ongoing coaching and accountability.

Priority 3: Personnel and Professional Development

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 85% to 88% by 2028.

High Priority
Evaluation Data Sources: HR repots

Strategy 1 Details	Reviews			
Strategy 1: Teachers' progress toward certification will be regularly monitored, with additional resources provided as needed. Strategy's Expected Result/Impact: By providing targeted support and resources, teachers will be better equipped to meet certification requirements, leading to an increase in the percentage of certified teachers from 85% to 88% by June 2028. Staff Responsible for Monitoring: Christal Thompson, Makayla James, Teachers - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				






Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Teachers require more sustained support with higher-order questioning, language acquisition strategies, and aggressive monitoring. Root Cause: Professional development is offered, but it is not consistently job-embedded or reinforced with ongoing coaching and accountability.

Priority 3: Personnel and Professional Development

Goal 3: The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

High Priority
Evaluation Data Sources: HR reports

Strategy 1 Details		Reviews			
Strategy 1: Hardin Elementary will implement a targeted teacher retention plan that includes mentorship for new and early-career teachers, ongoing professional development aligned to teacher needs, regular recognition and appreciation initiatives, and opportunities for leadership and career growth. The school will also gather feedback through surveys and check-ins to address teacher concerns and improve workplace satisfaction. Strategy's Expected Result/Impact: By providing support, recognition, and professional growth opportunities, teachers will feel more valued and supported, leading to higher retention rates of certified staff. Staff Responsible for Monitoring: Christal Thompson, Makayla James - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Teachers require more sustained support with higher-order questioning, language acquisition strategies, and aggressive monitoring. Root Cause: Professional development is offered, but it is not consistently job-embedded or reinforced with ongoing coaching and accountability.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 60% by 2028.

High Priority

Evaluation Data Sources: Campus Budget Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: To increase the percentage of funds allocated to instructional expenditures (Function 11) from 52.74% to 60% by 2028, Hardin Elementary will conduct a comprehensive budget review to prioritize classroom resources, instructional materials, and professional development. The school will strategically redirect funds from non-instructional areas where possible and implement transparent tracking of expenditures to ensure alignment with instructional priorities</p> <p>Strategy's Expected Result/Impact: By increasing investment in instructional resources and teacher support, classroom instruction will be strengthened, student learning experiences will be enhanced, and the overall impact of funding on academic achievement will be maximized.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Maritza Echeverria</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<div><div></div></div> <div>No Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Hardin has a high percentage of Economically Disadvantaged students Root Cause: Many families experience economic challenges, frequent housing changes, and demanding work schedules, which contribute to high student mobility and chronic absenteeism, reducing the consistency and impact of instruction. As a result the principal has to prioritize fiscal operations to ensure there are extended day opportunities for students.</p>

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

High Priority
Evaluation Data Sources: Budget Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: To improve the district's School FIRST rating from an A (90) to an A (94) by 2028, Hardin Elementary will implement strategic financial and operational planning focused on efficiency, transparency, and compliance with state accountability standards. This will include regular monitoring of budget allocations, ensuring accurate and timely reporting, investing in areas that directly impact student outcomes, and providing staff training on financial and operational best practices.</p> <p>Strategy's Expected Result/Impact: By strengthening fiscal management and operational practices, the school will enhance accountability and resource utilization, contributing to an improved School FIRST rating.</p> <p>Staff Responsible for Monitoring: Christal Thompson, Maritza Echeverria</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<div><div></div></div> <div>No Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 2 Problem Statements:

Demographics
<p>Problem Statement 1: Hardin has a high percentage of Economically Disadvantaged students Root Cause: Many families experience economic challenges, frequent housing changes, and demanding work schedules, which contribute to high student mobility and chronic absenteeism, reducing the consistency and impact of instruction. As a result the principal has to prioritize fiscal operations to ensure there are extended day opportunities for students.</p>

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

High Priority

Evaluation Data Sources: Budget Report

Strategy 1 Details	Reviews			
Strategy 1: To reduce payroll expenditures from 85.36% to 80.36% by 2028, Hardin Elementary will conduct a comprehensive review of staffing allocations, optimize personnel deployment based on student needs, and explore operational efficiencies that maintain instructional quality while controlling costs. The school will also implement long-term staffing strategies, such as balancing full-time and part-time positions and leveraging support roles effectively. Strategy's Expected Result/Impact: By strategically managing personnel costs, the school will reduce payroll expenditures while maintaining high-quality instruction and supporting student achievement. Staff Responsible for Monitoring: Christal Thompson, Maritza Echeverria Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Hardin has a high percentage of Economically Disadvantaged students Root Cause: Many families experience economic challenges, frequent housing changes, and demanding work schedules, which contribute to high student mobility and chronic absenteeism, reducing the consistency and impact of instruction. As a result the principal has to prioritize fiscal operations to ensure there are extended day opportunities for students.

State Compensatory

Budget for Hardin Elementary School

Total SCE Funds: \$2,850.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) Funds provide extra support for students who are at risk or have not met academic standards. These resources help students succeed through small-group instruction, tutoring, and skill-building activities that supplement the regular classroom program to close learning gaps and improve performance.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan are made available to the public via campu and district website. It will be made available in print upon request and it will also be made available in Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Our plan is coordinated with Federal, State and local programs, integrating resources to support students' academic, behavioral, and social-emotional needs.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see TitleI Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michelle Favors	INTERVENTION	Title 1	1
Tajuana Smith	INSTRUCTIONAL COACH	Title 1	1
Terri LaBruce	INTERVENTION	Title 1	1

Site Based Decision Making Committee

Committee Role	Name	Position
Parent	Mark Anthony Gonzalez	Parent
Parent	Alejandro Miranda	Parent
Teacher	Michelle Favors	Teacher
Teacher	Terri LaBruce	Teacher
Business Owner	Fallon Hawthorne	Business Owner
Parent	Rasheed Furlow	Parent
Parent	Aubrinna Baker	Parent
Teacher	Jasmine Hampton	Sped Teacher
Teacher	Rebecca Pearson	Teacher
Teacher	Witney Clay	Teacher
Counselor	Sonya Holland	Counselor
Administrator	Makayla James	Assistant Principal
Administrator	Christal Thompson	Principal