Luling Independent School District

Shanklin Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Provide a challenging, rigorous curriculum that develops citizens that are prepared, empowered, and inspired to make positive contributions in our communities.

Vision

Prepare • Empower • Inspire

Motto

Zero Quit!

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Shanklin Elementary is located along Highway 183 in Luling, Texas. Housing in the Shanklin attendance area is a combination of apartments, rental houses, Section 8 Federal Housing properties, and family-owned residences. Shanklin serves PK- 5th grade. Our current student enrollment for 2024-2025 is approximately 734 students. The charts below detail additional demographic and special programs information based on the current 2024 enrollment information.

Ethnicity Breakdown	2022 - 2023 School Year	2023 - 2024 School Year	2024 - 2025 School Year
Hispanic	69%	68%	68%
American Indian	2%	3%	2%
Asian	0.1%	1%	0%
Black	6%	6%	13%
White	21%	21%	23%
Pacific Islander	0.1%	1%	0.4%

Student Populations	2022 - 2023 School Year	2023 - 2024 School Year	2024 - 2025 School Year
Economically Disadvantaged	79%	75%	81%
McKinney-Vento	2.4%	3%	1.2%
At-Risk	53%	17%	55%
Emergent Bilingual	13%	13%	13%
Special Education	13%	14%	17%
GT	6%	6%	6%

Demographics Strengths

The diverse student population supports a positive community and high levels of participation of all students. Shanklin students represent several cultural and ethnic groups and demonstrate tolerance and respect for differences. They are adaptable/resilient to frequent change. Identification of students in special programs across ethnicity, at-risk, and economic status are representative of total enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our school's staff does not match that of our student population which often creates a disconnect between our teachers and students. **Root Cause:** Luling ISD is in a rural area with limited housing and some distance from urban centers, which contributes to the challenges in recruiting and retaining a diverse staff.

Student Achievement

Student Achievement Summary

The state has not yet released accountability ratings for 2023 - 2024.

Student Achievement (2024)

STAAR READING

GRADE		APPROACHES			MEETS			MASTERS	
	2022	2023	2024	2022	2023	2024	2022	2023	2024
3	72%	75%	78%	40%	44%	53%	28%	20%	26%
4	69%	64%	70%	42%	26%	39%	23%	21%	16%
5	77%	66%	68%	50%	50%	43%	25%	21%	18%

MATHEMATICS STAAR

GRADE		APPROACHES			MEETS			MASTERS	
	2022	2023	2024	2022	2023	2024	2022	2023	2024
3	66%	80%	85%	41%	46%	63%	31%	24%	28%
4	65%	66%	73%	37%	45%	51%	19%	23%	25%
5	66%	73%	75%	28%	47%	48%	9%	19%	24%

SCIENCE STAAR

GRADE		APPROACHES			MEETS			MASTERS	
	2022	2023	2024	2022	2023	2024	2022	2023	2024
5	66%	67%	66%	36%	47%	33%	16%	20%	16%

Student Achievement Strengths

<u>**Reading**</u>

- Grade 3 reading academic achievement increased in all levels of proficiency: approaches increased by 3%, meets increased by 9%, and masters increased by 6%.

- Grade 4 reading academic achievement increased in all levels of proficiency: approaches increased by 6%, meets increased by 13%, and masters increased by 5%.
- Grade 5 reading academic achievement increased in the number of students who met approaches by 2%

Math

- Grade 3 math academic achievement increased in all levels of proficiency: approaches increased by 5%, meets increased by 17%, and masters increased by 4%.
- Grade 4 math academic achievement increased in all levels of proficiency: approaches increased by 7%, meets increased by 6%, and masters increased by 2%.
- Grade 5 math academic achievement increased in all levels of proficiency: approaches increased by2%, meets increased by 1%, and masters increased by 5%.

Science

- Although 5th grade Science decreased at all three levels of proficiency, the 5th grade Science students exceeded the state's performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Special education and current emergent bilingual students are under performing in relation to their peers.   **Root Cause:** Special education and current emergent bilingual students are reading more than two grade levels below or are non-readers.

School Culture and Climate

School Culture and Climate Summary

There has been an improvement in school culture and climate at Shanklin Elementary. Staff who did not return to Shanklin either retired, relocated, or received positions that allowed professional advancement. New staff and returning staff are committed to working together to plan and prepare lessons that will challenge advanced learners and differentiate instruction for students with special needs or those who have learning difficulties.

School Culture and Climate Strengths

- Focus on learner-centered instruction from the lens of the student experience
- Additional instructional support Instructional Coaches
- Additional intervention support from Reading Interventionists
- Implementation of a Research Based Social Emotional Curriculum: Character Strong
- Implementation of Campus Wide PBIS using the Ron Clark Academy House System
- Opportunity for extended planning sessions
- Professional Learning provided by consultants to increase effective instruction and student achievement in Reading, Writing, Math, and Science in K - 5
- Professional Learning provided by consultant to increase the effectiveness of early childhood learning to support the TEA PK Guidelines
- Opportunity for professional learning in PLCs and Faculty Meetings to maximize the use of resources such as HMH, Amplify, Imagine Language and Literacy, Imagine Math, Summit K12, and Frog Street

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The culture and the climate of the school are currently being reshaped and redesigned to meet the needs of our students which means that the change process may challenge some existing beliefs, values, systems, and structures. **Root Cause:** A lack of shared values among all staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher performance is measured by campus administrators utilizing the state evaluation system: TTESS.

T-TESS strives to capture the holistic nature of teaching - the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration:

T-TESS includes three components:

- Goal-setting and professional development plan
- The evaluation cycle (including: pre-conference, observation, post-conference)
- Student growth measure

Retention is accomplished by providing a supportive environment and ensuring teachers have the tools and knowledge needed to be successful in their classroom. Professional development is brought to the teachers, and they are given the tools and the time to plan for implementation of new strategies/techniques and curriculum. Stipends are provided in high-need teaching areas.

Staff Quality, Recruitment, and Retention Strengths

- Professional development is provided in curriculum and teaching content through best practices
- Professional Learning Communities are implemented to augment teacher collaboration, student work review, and lesson planning
- Teachers are provided with instructional coaching and engage in a coaching cycle to identify action steps to increase performance
- Mentoring program for new teachers
- Provide opportunities for peer observations and debriefing
- Stipends are provided in high-need teaching areas
- Our district has implemented the Teacher Incentive Allotment

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): A significant portion of teachers are alternatively certified, and face challenges related to classroom management, instructional quality, and long-term teacher retention. Alternatively certified teachers enter the profession with limited pedagogical training and minimal student-teaching experience, which has lead to gaps in their ability to effectively manage diverse classrooms. **Root Cause:** The majority of our staff are in their first 4 years of their career and several are alternatively certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Luling ISD uses HMH for core literacy instruction and Bridges in Mathematics for core mathematics instruction. McGraw-Hill (K-4) and Summit K-12 (5th Grade) are used for core science instruction. TEKS Resource System (TRS) with Social Studies Weekly is used for core social studies instruction. Unit/Module tests are administered at the end of each module/unit utilized curriculum along with district benchmarks, universal screeners, and released STAAR tests. Teams meet in collaborative PLCs to plan instruction, review student work, and observe each other. MTSS is now streamlined to identify which students are in need of academic intervention in addition to the scheduled reading and math intervention. Teachers provide students with rigorous instruction to ensure that academic goals can be met. Classroom walkthroughs are conducted daily to ensure student learning is at the highest level of rigor. Additionally, teachers are focused on Academic Vocabulary, Student Conversation, and Writing. Training for teachers in these areas is occurring during PLCs, faculty meetings, and district professional development days. These strategies are to be evident in classroom instruction that can be identified during walkthroughs and observations.

Curriculum, Instruction, and Assessment Strengths

- District adopted curriculum is aligned to TEKS and vertically aligned along the grade levels
- Luling ISD has an adopted aligned curriculum that includes unit/module exams
- A cumulative exam is administered in December and benchmark assessments are administered in the Spring to measure progress and give data for areas of concern to target prior to state assessment
- Classroom walkthroughs and T-TESS evaluations indicate fidelity in curriculum implementation
- Teachers engage in weekly PLCs
- Teachers disaggregate data to inform their instruction
- McGraw Hill for grades K - 4 and Summit K12 for 5th grade has been purchased to ensure hands-on science instruction in all classrooms
- Teachers are provided with professional learning to support TEKS-aligned instruction in reading, math, and science.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Some teachers lack a deep understanding of the complexity of state standards, which causes them to struggle to design lessons that fully meet the required depth and complexity of the TEKS. **Root Cause:** Some teachers lack a deep understanding of the TEKS which results in teaching strategies that focus on superficial content rather than the TEKS.

Parent and Community Engagement

Parent and Community Engagement Summary

Regular communication is provided to parents and the community through a variety of avenues, including the website, social media, a weekly parent email in both English and Spanish, Rooms, and local newspaper coverage of events. Parents receive weekly communication from the principal and monthly family engagement events are planned for the year to increase family engagement.

Parent and Community Engagement Strengths

- Luling ISD/Shanklin Elementary website
- Annual Title I meeting for parents is conducted
- Rooms is used by all classroom teachers and provides regular parent communication.
- Two-way communication between home and school is provided through email and Rooms
- Monthly school events are planned to increase family engagement
- Parents are able to monitor student grades and attendance through Ascender Parent Portal

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): In general family engagement from a wide range of families is low. Many of the same families consistently engage in school activities while others do not participate.   **Root Cause:** Some parents do not fully understand how their engagement impacts their child's education or believe that their involvement won't make a difference, especially if they themselves had negative experiences in school.

School Context and Organization

School Context and Organization Summary

Shanklin Elementary is staffed with a principal, two assistant principals, counselor, support counselor, Communities in Schools (CIS) social worker, campus secretary, front office receptionist, PEIMS clerk, dyslexia teacher, behavior reset teacher, four special education teachers, PK-2 reading interventionist, Grade 3-5 reading interventionist, 3 instructional coaches, 43 teachers, 15 paraprofessionals, and a registered nurse.

- Faculty meetings are held on on the first and third Tuesdays of each month after school
- The Campus Advisory Team meetings are held on the fourth Tuesday of each month after school
- Learning Sessions focused on Special Programs is held on the second Tuesday of each month after school
- PLCs are held during grade-level conference periods on Tuesdays or Wednesdays
- Child Study Team Meetings are held every two weeks on Thursdays

Classroom schedules are designed to maximize the amount of time spent in instruction insuring common planning periods and enrichment/intervention times for each grade level. Common planning time allows for grade level review of student data with focus on planning for instruction to meet the needs of all learners.

School Context and Organization Strengths

- Intervention and enrichment times are built within the school day
- Eduphoria is utilized for student data, intervention planning and lesson planning
- PLC meetings utilize the data wise protocol and are facilitated by instructional coaches
- Instructional coaches and principal meet weekly to progress monitor teacher support
- ACE (Afterschool Centers on Education) serves 80 students for 15 weeks in the fall, 15 weeks in the Spring, and 5 weeks in the Summer by providing academic and enrichment activities

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): A lack of consistency in implementing the Multi-Tiered System of Supports (MTSS) across the campus is impeding student progress. **Root Cause:** Variability in how staff apply interventions, track student data, and follow procedures results in fragmented support, leaving some students without timely, targeted interventions.

Technology

Technology Summary

LISD is a Google district. Laptops are checked out to all teachers and each classroom is equipped with interactive televisions. Chromebooks are available for every student in grades K-5. iPads are available for Pre-Kindergarten. School Guard App is utilized by all staff members to assist with campus safety needs and other vital communication.

Technology Strengths

Interactive televisions in each classroom allow for full-integration of instructional technology.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): The overuse of technology by students negatively impacts academic performance, social skills, and mental health. Excessive screen time leads to distractions, reduced attention spans, and decreased face-to-face interactions, ultimately hindering communication and collaboration while contributing to anxiety and declining physical activity. **Root Cause:** Excessive screen time leads to distractions, reduced attention spans, and decreased face-to-face interactions, hindering communication and collaboration among students.

Priority Problem Statements

Problem Statement 1: Our school's staff does not match that of our student population which often creates a disconnect between our teachers and students.

Root Cause 1: Luling ISD is in a rural area with limited housing and some distance from urban centers, which contributes to the challenges in recruiting and retaining a diverse staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special education and current emergent bilingual students are under performing in relation to their peers.

Root Cause 2: Special education and current emergent bilingual students are reading more than two grade levels below or are non-readers.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The culture and the climate of the school are currently being reshaped and redesigned to meet the needs of our students which means that the change process may challenge some existing beliefs, values, systems, and structures.

Root Cause 3: A lack of shared values among all staff.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: A significant portion of teachers are alternatively certified, and face challenges related to classroom management, instructional quality, and long-term teacher retention. Alternatively certified teachers enter the profession with limited pedagogical training and minimal student-teaching experience, which has lead to gaps in their ability to effectively manage diverse classrooms.

Root Cause 4: The majority of our staff are in their first 4 years of their career and several are alternatively certified.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Some teachers lack a deep understanding of the complexity of state standards, which causes them to struggle to design lessons that fully meet the required depth and complexity of the TEKS.

Root Cause 5: Some teachers lack a deep understanding of the TEKS which results in teaching strategies that focus on superficial content rather than the TEKS.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: In general family engagement from a wide range of families is low. Many of the same families consistently engage in school activities while others do not participate.

Root Cause 6: Some parents do not fully understand how their engagement impacts their child's education or believe that their involvement won't make a difference, especially if they themselves had negative experiences in school.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: A lack of consistency in implementing the Multi-Tiered System of Supports (MTSS) across the campus is impeding student progress.

Root Cause 7: Variability in how staff apply interventions, track student data, and follow procedures results in fragmented support, leaving some students without timely, targeted

interventions.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: The overuse of technology by students negatively impacts academic performance, social skills, and mental health. Excessive screen time leads to distractions, reduced attention spans, and decreased face-to-face interactions, ultimately hindering communication and collaboration while contributing to anxiety and declining physical activity.

Root Cause 8: Excessive screen time leads to distractions, reduced attention spans, and decreased face-to-face interactions, hindering communication and collaboration among students.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Increase student growth and achievement through a strong literacy foundation for all.

Performance Objective 1: By the end of the school year, 60% percent of PK - 2nd grade students will meet their reading growth projections as measured by Amplify, MAP, and Circle Assessment.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Circle Assessment and MAP

Strategy 1 Details		Reviews			
Strategy 1: Campus instructional coaches and campus administrators will be utilized in lesson development, instructional modeling, professional learning communities, and data disaggregation in order to increase student engagement and success in the classroom. Informed data decisions based on disaggregation and review of data that includes item analysis of unit assessments by TEKS. Data analysis will also include analyzing student misconceptions and linking those misconceptions to instructional strategies utilized.		**Formative**			**Summative**
		Nov	Jan	Apr	June
Strategy's Expected Result/Impact: Feedback, input and constructive criticism from supplemental instructional staff will result in increased instructional effectiveness. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math					

Strategy 2 Details		Reviews			
Strategy 2: Provide all students with accelerated instruction through small group instruction and intervention.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in all student populations.		Nov	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math					

Strategy 3 Details	Reviews			
Strategy 3: Professional development will be provided to support the implementation of Foundational Skills and Reading Stations, utilizing HMH as the primary resource.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Effective literacy instruction and implementation improving reading performance for all students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Interventionist, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
Strategy 4: A Multi-tiered System of Support (MTSS) will be implemented to structure Tier 2 and Tier 3 interventions using UFLI. Expectations regarding the frequency of intervention support, maximum intervention group size, and progress monitoring will be specified for each student.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Interventions with precision will result in increased student growth and/or academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
Strategy 5: After each unit assessment, teachers will review disaggregated data to track and monitor the progress of our special education students, emergent bilingual students, and economically disadvantaged students to make instructional adjustments and ensure student success.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Closing the gaps targets are met for each student population group. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 6 Details	Reviews			
Strategy 6: Students will work in individual learning pathways a minimum of 40 minutes weekly and will be recognized for meeting their growth goals.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: At least 55% of students will meet their anticipated growth goals. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
Strategy 7: To ensure effective support for special education students, special education teachers and paraprofessionals will meet weekly to collaboratively plan and prepare for classroom interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: More consistency in instructional strategies, individualized accommodations, and tailored supports, ensuring that all students' needs are adequately addressed and progress is closely monitored. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 8 Details	Reviews			
Strategy 8: To promote collaboration and inclusion, special education and general education teachers will hold monthly common planning sessions.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Alignment of instructional strategies will ensure that special education students are receiving the necessary supports that will close the achievement gap between special education students and general education students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 9 Details		**Reviews**			
Strategy 9: Emergent bilingual students will receive targeted interventions designed to enhance their understanding of vocabulary. These interventions will focus on building language proficiency, ensuring students can better access the academic content and participate more fully in classroom activities.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent bilingual students will gain confidence in both oral and written communication, supporting their overall language development and academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools					

Strategy 10 Details		**Reviews**			
Strategy 10: Electronic monitoring of the daily implementation of IEP accommodations will be put in place. This system will track whether accommodations are consistently provided to students, ensuring accountability and fidelity in delivering the required supports.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Daily monitoring will help identify gaps in implementation, enabling timely adjustments which will lead to closing the achievement gap between special education and general education students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools					

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Goal 1: Increase student growth and achievement through a strong literacy foundation for all.

Performance Objective 2: By the end of the school year for students in grades 3-5 taking RLA STAAR, 75% will Approach, 45% Meet, and 20% Master.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Unit Assessments, District Benchmarks, MAP

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional coaches and campus administrators will be utilized in lesson development, instructional modeling, professional learning communities, and data disaggregation in order to increase student engagement and success in the classroom. Informed data decisions based on disaggregation and review of data that includes item analysis of unit assessments by TEKS. Data analysis will also include analyzing student misconceptions and linking those misconceptions to instructional strategies utilized.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Feedback, input and constructive criticism from supplemental instructional staff will result in increased instructional effectiveness. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Provide all students with accelerated instruction through small group instruction and intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in all student populations and Domain 3 Closing the Achievement Gaps Targets will be met.	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Professional development will be provided to support the implementation of Foundational Skills and Reading Stations, utilizing HMH as the primary resource.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Effective literacy instruction and implementation improving reading performance for all students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Interventionist, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
Strategy 4: A Multi-tiered System of Support (MTSS) will be implemented to structure Tier 2 and Tier 3 interventions using UFLI. Expectations regarding the frequency of intervention support, maximum intervention group size, and progress monitoring will be specified for each student.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Interventions with precision will result in increased student growth and/or academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
Strategy 5: After each unit assessment, teachers will review disaggregated data to track and monitor the progress of our special education students, emergent bilingual students, and economically disadvantaged students to make instructional adjustments and ensure student success.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Closing the gaps targets are met for each student population group. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 6 Details				**Reviews**			
Strategy 6: Students will work in individual learning pathways a minimum of 40 minutes weekly and will be recognized for meeting their growth goals.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: At least 55% of students will meet their anticipated growth goals. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math							

Strategy 7 Details				**Reviews**			
Strategy 7: To ensure effective support for special education students, special education teachers and paraprofessionals will meet weekly to collaboratively plan and prepare for classroom interventions.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: More consistency in instructional strategies, individualized accommodations, and tailored supports, ensuring that all students' needs are adequately addressed and progress is closely monitored. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools							

Strategy 8 Details				**Reviews**			
Strategy 8: To promote collaboration and inclusion, special education and general education teachers will hold monthly common planning sessions.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Alignment of instructional strategies will ensure that special education students are receiving the necessary supports that will close the achievement gap between special education students and general education students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools							

Strategy 9 Details		**Reviews**			
Strategy 9: Emergent bilingual students will receive targeted interventions designed to enhance their understanding of vocabulary. These interventions will focus on building language proficiency, ensuring students can better access the academic content and participate more fully in classroom activities.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent bilingual students will gain confidence in both oral and written communication, supporting their overall language development and academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools					

Strategy 10 Details		**Reviews**			
Strategy 10: Electronic monitoring of the daily implementation of IEP accommodations will be put in place. This system will track whether accommodations are consistently provided to students, ensuring accountability and fidelity in delivering the required supports.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Daily monitoring will help identify gaps in implementation, enabling timely adjustments which will lead to closing the achievement gap between special education and general education students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools					

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

Goal 2: Increase student growth and achievement through a strong mathematics foundation for all.

Performance Objective 1: By the end of the school year 60% of PK - 2nd grade students will meet their math growth projections as measured by MAP and Circle Assessment.

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** MAP and Circle Assessment

Strategy 1 Details		Reviews			
Strategy 1: Campus instructional coaches and campus administrators will be utilized in lesson development, instructional modeling, professional learning communities, and data disaggregation in order to increase student engagement and success in the classroom. Informed data decisions based on disaggregation and review of data that includes item analysis of unit assessments by TEKS. Data analysis will also include analyzing student misconceptions and linking those misconceptions to instructional strategies utilized.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Feedback, input and constructive criticism from supplemental instructional staff will result in increased instructional effectiveness. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math					

Strategy 2 Details		Reviews			
Strategy 2: Provide all students with accelerated instruction through small group instruction and intervention.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in all student populations.		**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6					

Strategy 3 Details	Reviews			
Strategy 3: Professional development will be provided in mathematics instruction throughout the year, focusing on effective implementation of Bridges in Mathematics and deepening the content knowledge of teachers to deliver effective instruction and interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and increased student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
Strategy 4: A Multi-tiered System of Support (MTSS) will be implemented to structure Tier 2 and Tier 3 interventions using Bridges Intervention, Imagine Math, and other aligned intervention resources. Expectations regarding the frequency of intervention support, maximum intervention group size, and progress monitoring will be specified for each student.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Interventions with precision will result in increased student growth and/or academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
Strategy 5: After each unit assessment, teachers will review disaggregated data to track and monitor the progress of our special education students, emergent bilingual students, and economically disadvantaged students and make instructional adjustments to ensure student success.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Closing the gaps targets are met for each student population group. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 6 Details	Reviews			
Strategy 6: Students will work in individual learning pathways and successfully complete at least 2 lessons per week and will be recognized for meeting their growth goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: At least 55% of students will meet their anticipated growth goals. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: To ensure effective support for special education students, special education teachers and paraprofessionals will meet weekly to collaboratively plan and prepare for classroom interventions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More consistency in instructional strategies, individualized accommodations, and tailored supports, ensuring that all students' needs are adequately addressed and progress is closely monitored. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	Nov	Jan	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: To promote collaboration and inclusion, special education and general education teachers will hold monthly common planning sessions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Alignment of instructional strategies will ensure that special education students are receiving the necessary supports that will close the achievement gap between special education students and general education students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	Nov	Jan	Apr	June

Strategy 9 Details		Reviews		
Strategy 9: Emergent bilingual students will receive targeted interventions designed to enhance their understanding of vocabulary. These interventions will focus on building language proficiency, ensuring students can better access the academic content and participate more fully in classroom activities.		**Formative**		**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent bilingual students will gain confidence in both oral and written communication, supporting their overall language development and academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools					

Strategy 10 Details		Reviews		
Strategy 10: Electronic monitoring of the daily implementation of IEP accommodations will be put in place. This system will track whether accommodations are consistently provided to students, ensuring accountability and fidelity in delivering the required supports.		**Formative**		**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Daily monitoring will help identify gaps in implementation, enabling timely adjustments which will lead to closing the achievement gap between special education and general education students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools					

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Increase student growth and achievement through a strong mathematics foundation for all.

Performance Objective 2: By the end of the school year, students in grades 3-5 taking the Math STAAR will achieve 80% Approaches, 55% will achieve Meets and 27% will achieve Masters.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Unit Assessments, District Benchmarks, MAP

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional coaches and campus administrators will be utilized in lesson development, instructional modeling, professional learning communities, and data disaggregation in order to increase student engagement and success in the classroom. Informed data decisions based on disaggregation and review of data that includes item analysis of unit assessments by TEKS. Data analysis will also include analyzing student misconceptions and linking those misconceptions to instructional strategies utilized.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Feedback, input and constructive criticism from supplemental instructional staff will result in increased instructional effectiveness. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Provide all students with accelerated instruction through small group instruction and intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in all student populations and Domain 3 Closing the Achievement Gaps Targets will be met.	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Professional development will be provided in mathematics instruction throughout the year, focusing on effective implementation of Bridges in Mathematics and deepening the content knowledge of teachers to deliver effective instruction and interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and increased student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 4 Details	Reviews			
Strategy 4: A Multi-tiered System of Support (MTSS) will be implemented to structure Tier 2 and Tier 3 interventions using Bridges Intervention, Imagine Math., and other aligned intervention resources. Expectations regarding the frequency of intervention support, maximum intervention group size, and progress monitoring will be specified for each student.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Interventions with precision will result in increased student growth and/or academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
Strategy 5: After each unit assessment, teachers will review disaggregated data to track and monitor the progress of our special education students, emergent bilingual students, and economically disadvantaged students and make instructional adjustments to ensure student success.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Closing the gaps targets are met for each student population group. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 6 Details	Reviews			
Strategy 6: Students will work in individual learning pathways and successfully complete at least 2 lessons per week and will be recognized for meeting their growth goals.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: At least 55% of students will meet their anticipated growth goals. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
Strategy 7: To ensure effective support for special education students, special education teachers and paraprofessionals will meet weekly to collaboratively plan and prepare for classroom interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: More consistency in instructional strategies, individualized accommodations, and tailored supports, ensuring that all students' needs are adequately addressed and progress is closely monitored. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 8 Details	Reviews			
Strategy 8: To promote collaboration and inclusion, special education and general education teachers will hold monthly common planning sessions.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Alignment of instructional strategies will ensure that special education students are receiving the necessary supports that will close the achievement gap between special education students and general education students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 9 Details	**Reviews**			
Strategy 9: Emergent bilingual students will receive targeted interventions designed to enhance their understanding of vocabulary. These interventions will focus on building language proficiency, ensuring students can better access the academic content and participate more fully in classroom activities.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent bilingual students will gain confidence in both oral and written communication, supporting their overall language development and academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 10 Details	**Reviews**			
Strategy 10: Electronic monitoring of the daily implementation of IEP accommodations will be put in place. This system will track whether accommodations are consistently provided to students, ensuring accountability and fidelity in delivering the required supports.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Daily monitoring will help identify gaps in implementation, enabling timely adjustments which will lead to closing the achievement gap between special education and general education students. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: Increase student achievement through strong science foundation for all.

Performance Objective 1: The goal for Grade 5 students taking Science STAAR is 69% Approaches, 38% Meets, and 18% Masters.

    High Priority

    HB3 Goal

    Evaluation Data Sources: MAP, Unit Assessments, District Benchmarks, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize TEKS Resource System and McGraw-Hill Science (K-4) and Summit K12 (5th) to design and deliver TEKS aligned, engaging lessons in Science.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students provided with evidence-based science curriculum to increase student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Grade 5 teachers will utilize Summit K12 intervention science materials to provide all students with targeted science intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement in science all student populations. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum Specialist **Title I:** 2.4, 2.5, 2.6	Nov	Jan	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: On-going professional development will be provided to science teachers to support the design and delivery of TEKS-aligned engaging science instruction and intervention.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement in science **Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math					

Strategy 4 Details		Reviews			
Strategy 4: After each unit assessment, teachers will review disaggregated data to track and monitor the progress of our special education students, emergent bilingual students, and economically disadvantaged students and make instructional adjustments to ensure student success.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Closing the gaps targets are met for each student population group. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools					

Strategy 5 Details		Reviews			
Strategy 5: Emergent bilingual students will receive targeted interventions designed to enhance their understanding of vocabulary. These interventions will focus on building language proficiency, ensuring students can better access the academic content and participate more fully in classroom activities.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent bilingual students will gain confidence in both oral and written communication, supporting their overall language development and academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Director **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Increase parent involvement by enhancing and expanding communication among the community, the district, and the schools and providing parent engagement activities.

Performance Objective 1: The campus will increase parent involvement by using a variety of communication tools.

Evaluation Data Sources: ASCENDER Parent Portal Membership; Rooms Participation; Followers on District Social Media, Weekly Parent Emails, and Various sign-in sheets as appropriate.

Strategy 1 Details	Reviews			
Strategy 1: The campus will communicate with parents via social media, Rooms, weekly update emails in English and Spanish, and the campus website.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Multiple communication avenues in both Spanish and English will result in increased parental involvement. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Increase parent involvement by enhancing and expanding communication among the community, the district, and the schools and providing parent engagement activities.

Performance Objective 2: The campus will increase parent involvement through a variety of engagement activities

   Evaluation Data Sources: Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: The campus will host various parent engagement activities at least once a month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents, school and CIS will partner to create a positive school climate and culture where parent involvement becomes a pivotal part of student performance.	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor, CIS, Principal, and Assistant Principals **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Communities In Schools (CIS) will host engagement activities for students and parents to include Unity Day, Food Pack Give-a-way, and Angel Tree.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents, school and CIS will partner to create a positive school climate and culture where parent involvement becomes a pivotal part of student performance.	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: CIS, Counselor **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			

Strategy 3: Parents will be encouraged to be active partners in the educational process and participate in involvement opportunities such as Title I Meeting, Meet the Teacher, Open House, Parent Conferences, etc.
 	
    Strategy's Expected Result/Impact: Increased parent involvement is expected to improve both student academic performance and behavior.
    Staff Responsible for Monitoring: Principal, Assistant Principals
 	
    Title I:
    2.5, 2.6, 4.1, 4.2
    - **TEA Priorities:**
    Improve low-performing schools
	Formative			Summative

	Nov	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 5: Improve the retention of highly-qualified staff who maximize achievement for all students, support the whole child, and contribute to a positive school and climate and culture.

Performance Objective 1: Improve the retention rate of highly-qualified staff members by 3% annually.

    Evaluation Data Sources: Human Resources retention data

Strategy 1 Details	Reviews			
Strategy 1: New teachers will be provided a mentor and receive individual administrative support as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retention of highly-qualified new and returning teachers.	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Grade level team, individual teacher meetings, and a bi-annual survey will be used to solicit teacher feedback to provide ongoing teacher support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved teacher voice and support that ensures improved instructional practices and academic success of students. Adjustments made to increase teacher support satisfaction.	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 3 Details	Reviews			
Strategy 3: Faculty Meetings - Vertical Teams and Grade-level Teams and Weekly PLCs - Instructional Sweeps, Student Work Review, and Collaborative Planning will provide teachers with the opportunity to learn and grow together within a positive growth mindset culture.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased retention of high-quality staff	**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

Strategy 4 Details	Reviews			
Strategy 4: Increase the social and emotional health of teachers by fostering a positive work environment and making mental health resources available, including support from the District Social Emotional Specialist.	Formative			Summative
	Nov	Jan	Apr	June
Strategy's Expected Result/Impact: Higher rates of teacher commitment, leading to lower rates of burnout and attrition which lead to improved student-teacher relationships and a positive school climate. **Staff Responsible for Monitoring:** Principal and Social Emotional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: Ensure the campus is a safe environment that enhances student learning, addresses social and emotional needs, and fosters student success.

Performance Objective 1: Improve the physical, emotional, and behavioral performance of students.

    Evaluation Data Sources: Fitness Gram; In-School Suspension and Out-of-School Suspension data from Ascender

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in moderate to vigorous physical activity during PE for the required time as defined by the Texas Education Agency.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the overall fitness performance by 10% on FitnessGram	Nov	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Physical Education Coach and Physical Education Instructional Aide **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in regular guidance lessons, have access to school counseling services, and SEL lessons provided by Communities in Schools (CIS) caseworker to build and develop character and self-esteem.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase instructional time and decrease time out of class by 10%	Nov	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Counselor, Support Counselor, CIS Caseworker, and Social Emotional Support Counselor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 3 Details	Reviews			
Strategy 3: Students and staff will engage in No Place for Hate activities throughout the 2024 - 2025 school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students develop empathy and understanding of differences resulting in a No Place for Hate designation.	Nov	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Counselor, CIS Caseworker **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details		Reviews			
Strategy 4: Utilize Character Strong curriculum daily in grades PK - 5 to improve the whole child success and school wide culture.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 10% decrease in referrals and all students will follow the campus wide Tier 1 behavior expectations as evidenced by classroom student behavior rewards. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools					

Strategy 5 Details		Reviews			
Strategy 5: Implement the Ron Clark Academy House System in Grades PK - 5 to increase positive school wide culture and climate.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 10% decrease in referrals and all students will be able to follow the campus wide Tier I behavior expectations as evidenced by students earning points through the House App system. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Staff House Leaders **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools					

Strategy 6 Details		Reviews			
Strategy 6: Implement a Behavior Reset Center (BRC) to support identified students in developing emotional regulation strategies to lessen the amount of time out of the classroom and support academic improvements.		**Formative**			**Summative**
		Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 10% decrease in the number of students receiving referrals for classroom disruptions. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Reset Teacher **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools					

Strategy 7 Details	Reviews			
Strategy 7: Implement a Child Study Team to identify and support students who require additional academic or social-emotional assistance beyond the general education setting. The team will evaluate student needs, recommend interventions, and monitor progress to ensure student success.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Identified students will improve their behavior and/or academic outcomes as evidenced by EMBRACE data collection, referral data, and district assessment data. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Child Study Team Members **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Goal 6: Ensure the campus is a safe environment that enhances student learning, addresses social and emotional needs, and fosters student success.

Performance Objective 2: The campus will partner with district, local, and state entities to ensure preparedness related to school safety and security.

    Evaluation Data Sources: Campus Emergency Operation Plan, Training Sign-in Sheets

Strategy 1 Details				Reviews			
Strategy 1: Utilize the campus Threat Assessment Team to identify, evaluate, and address threats or potential threats to school security. The Threat Assessment Team will review incidents of threatening behavior by students, parents, school employees, or other individuals.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Decrease in the number of threats made to individuals and the school.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Social Emotional Specialist, CIS Caseworker
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Improve low-performing schools							

Strategy 2 Details				Reviews			
Strategy 2: All campus staff members will engage in the Civilian Response to Active Shooter Events (CRASE) course, designed and built on the Avoid, Deny, Defend (ADD) strategy and participate in drills to increase preparedness in case of an active shooter event.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will be able to implement the plan for surviving an active shooter event. **Staff Responsible for Monitoring:** Principal and Assistant Principals							

Strategy 3 Details				Reviews			
Strategy 3: Students and staff will engage in lockdown drills, secure drills, and hold drills to ensure all students and staff know how to respond in emergency situations.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff and students have a plan and are able to implement the plan for each type of situation. **Staff Responsible for Monitoring:** Principals and Assistant Principals							

Strategy 4 Details	Reviews			
Strategy 4: Ensure that all staff has access to the School Guard App to utilize in an emergency. The app serves as a mobile panic alert system. Having access to the app ensures that all staff members are on the same communication platform, facilitating a coordinated response to emergencies. **Strategy's Expected Result/Impact:** Increased communication in emergency situations **Staff Responsible for Monitoring:** Principal, Assistant Principals	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: All visitors will enter through a single point of entry and exit, provide a valid ID, and go through the Raptor System to obtain a campus badge. **Strategy's Expected Result/Impact:** All staff and students will know and understand safety protocols and be able to identify visitors to the campus. **Staff Responsible for Monitoring:** Principal and Assistant Principals	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: Ensure the campus is a safe environment that enhances student learning, addresses social and emotional needs, and fosters student success.

Performance Objective 3: The campus will increase the average daily student attendance from 93% to 95%.

    Evaluation Data Sources: Daily Average Attendance data

Strategy 1 Details	Reviews			
Strategy 1: We will utilize the RCA House system and our Character Strong curriculum to motivate students and increase attendance	**Formative**			**Summative**

Strategy's Expected Result/Impact: Overall ADA will be 95%.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk
 	
    Title I:
    2.5, 2.6
	Nov	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: We will hold attendance meetings with parents of students who receive six unexcused absences rather than the suggested 10 unexcused absences by state guidance.	**Formative**			**Summative**

Strategy's Expected Result/Impact: 10% decrease in the number of students who have more than 10 unexcused absences.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk
 	
    Title I:
    2.5, 2.6
	Nov	**Jan**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: We will proactively call parents to remind them to send notes for any absences.	**Formative**			**Summative**

Strategy's Expected Result/Impact: 50% increase in the number of students who receive notes for excused absences.
    Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk
 	
    Title I:
    2.5, 2.6
	Nov	**Jan**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: We will make daily attendance announcements to recognize classes who have 95% or better attendance rates.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Overall campus attendance rate will be 95%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Clerk **Title I:** 2.5, 2.6	**Nov**	**Jan**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: CIS will provide montly attendance rewards for the grade level with the highest ADA and recognize students with perfect attendance each grading period.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Overall campus attendance rate will be 95%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Clerk, CIS Caseworker **Title I:** 2.5, 2.6	**Nov**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue