Duncanville Independent School District

Bilhartz Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: F

Board Approval Date: October 20, 2025
Public Presentation Date: October 8, 2025

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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: October 6, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview

Campus Demographics

Bilhartz Elementary is one of the largest elementary schools in Duncanville ISD, serving **583 students**. The student body is **55% male and 45% female**, with a richly diverse population: **60% Hispanic, 35% African American, 2% White, and 3% representing other demographics**. The campus is a **Dual Language program**, with **39% of students identified as Emergent Bilingual**. Additionally, **74% of students are economically disadvantaged**, and **49% are identified as At-Risk**. The campus also serves **13% of students in Special Education** and **5% identified as Gifted and Talented**.

Academic Performance

The **2025 STAAR results** reflect minimal improvement in **3rd Grade Reading, 4th Grade Reading, and 4th Grade Math**, with growth noted in **Domain 3 – Closing the Gaps**, showing progress in curriculum alignment and lesson internalization. While student interventions have supported incremental improvement, performance gaps persist, especially in instructional alignment and intervention effectiveness.

iReady Beginning-of-Year Data highlights urgent areas for growth:

- **40% of students (K–5) are below grade level in Math**

- **47% of students (K–5) are below grade level in Reading**

Many students in grades 2–5 remain in the **MTSS process for multiple years**, raising the need for continued evaluation and individualized supports.

Instructional Systems and Structures

Bilhartz Elementary has implemented strong instructional systems:

- **Professional Learning Communities (PLCs):** Weekly collaboration to align curriculum, analyze data, and plan interventions.

- **WIN (What I Need) Time:** Daily 30–45 minutes of targeted small-group instruction.

- **Instructional Leadership Team (ILT):** Consistently monitors academic and behavioral processes.

- **Merged Academic Calendar:** Ensures accurate communication for staff, families, and stakeholders.

Campus Culture and Student Supports

Bilhartz embraces a whole-child approach, balancing academics with social-emotional growth:

- **Restorative Discipline and PBIS** practices have resulted in **low discipline referrals**.

- **Incentive programs** (Panther Store, attendance celebrations, iReady and assessment recognition) reinforce student achievement.

- **Field trips** extend classroom learning experiences.

- **Panorama Survey**, administered three times annually, provides feedback on student social-emotional wellness, informing SEL supports.

Family and Community Engagement

Bilhartz maintains strong connections with families and community stakeholders:

- Communication through **newsletters, social media, and direct outreach** keeps families engaged.

- A **reestablished PTA** has increased parent partnerships.

- The campus hosts large-scale family events such as **Fall & Spring Carnivals, Academic Nights, and End-of-Year Awards**.

While engagement is strong, there are **opportunities to increase volunteer participation, broaden parent involvement, and strengthen consistent communication across all families**.

Demographics

Demographics Summary

Bilhartz Elementary School is a campus that embraces and values all students and families we serve. As one of the largest elementary schools in Duncanville ISD, our current enrollment is 583 students, with a population that is 55% male and 45% female. We are a Dual Language campus, with 39% of our students identified as Emergent Bilingual. In addition, 74% of our students are economically disadvantaged and 49% are identified as At-Risk. Our student body is richly diverse, consisting of 60% Hispanic, 35% African American, 2% White, and 3% representing other demographics. We also serve 13% of students through Special Education services and 5% of students identified as Gifted and Talented. Bilhartz implements Restorative Discipline Practices and Positive Behavior Interventions and Supports (PBIS) with consistency and fidelity, resulting in a low number of discipline referrals in 2025. We remain committed to improving student academic outcomes while also supporting the whole child through intentional Social Emotional Learning (SEL) practices.

Demographics Strengths

- We are currently the largest elementary school in Duncanville ISD along with one other school.
- We are **97**% fully staffed with a set of staff members that are as diverse as the students we serve
- All populations are being targeted for extensive instruction through the use of HQIMs
- Social Emotional Learning and Restorative Practices are consistently being implemented for ALL students daily
- Over the past couple of years we have had a steady increase in our enrollment.
- We now serve students in PK - 5th grade which allows for fewer school transitions for students in Duncanville ISD.
- We have bilingual classes at each grade level
- Our number of gifted and talented students had a slight increase from last school year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions.
Root Cause: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Student Learning

Student Learning Summary

In 2025, STAAR performance showed minimal improvement in three key areas: 3rd grade Reading, 4th grade Reading, and 4th grade Math. However, in Domain 3 – Closing the Gaps, there was measurable growth, which indicates progress in curriculum alignment and lesson internalization. Overall, student outcomes have shown some improvement due to targeted focus on student interventions.

Despite these gains, performance gaps remain, largely connected to the ongoing need to strengthen teacher capacity around instructional alignment. Beginning-of-year iReady data highlights urgent areas for growth: 40% of students in grades K–5 are performing below grade level in Math and 47% in Reading. Addressing these gaps through intentional instruction and intervention will be a critical focus moving forward. We have many students in grades 2nd - 5th grade that are a part of the campus MTSS system for a few years and may need further evaluation.

Student Learning Strengths

- We were able to see consistency and improvement with teachers implementing best practices as evidenced by DISD curriculum walks.
- We created Focused PLCs using the SustainEd protocol to build teacher capacity, to close learning gaps.

- Growth in Domain 3 – Closing the Gaps

- Improved Curriculum Alignment and Lesson Internalization

- Effective Student Interventions implemented daily in WIN time to close learning gaps

- All populations are being targeted for extensive instruction through the use of HQIMs
- We have three interventionist on staff full time to provide remediation to our lowest 20% of students in grades 2nd - 5th grade.
- Grade level teachers meet 2x's weekly to discuss curriculum alignment, areas of strength, and areas of need.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.
Root Cause: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Problem Statement 2: Students are struggling with basic skills and concepts that should have been mastered in previous grades.
Root Cause: Teachers need more training and planning time to improve instructional delivery and deepen their knowledge of the written, taught, and tested curriculum.

School Processes & Programs

School Processes & Programs Summary

Bilhartz Elementary has established strong instructional and operational systems to support student learning and campus culture. Teachers collaborate in weekly PLCs to align curriculum, analyze data, and plan interventions. Daily WIN (What I Need) Time provides all students with 30–45 minutes of targeted small-group instruction, ensuring that specific student needs and groups are addressed to close learning gaps.

The Instructional Leadership Team meets consistently to review academic and behavioral processes, while the merged Bilhartz Academic Calendar ensures accurate and efficient communication for all stakeholders.

Student success is reinforced through incentive programs such as PBIS, the Panther Store, attendance celebrations, and recognition for iReady and district assessment growth. Each grade level also participates in field trips that extend learning beyond the classroom.

Campus culture is further strengthened through Restorative Discipline, PBIS, and Social Emotional Learning practices, which have contributed to a safe and supportive environment with low discipline referrals.

School Processes & Programs Strengths

- Daily WIN (What I Need) Time instruction

- Weekly PLCs allow teachers to align curriculum, analyze data, and plan for interventions with consistency

- The Instructional Leadership Team meets regularly to review academic and behavioral processes.

- The Bilhartz Academic Calendar provides accurate and efficient communication for staff, students, and families.

- Incentive programs are consistently implemented; PBIS, the Panther Store, attendance celebrations, and academic recognition

- Field trips provide hands-on learning experiences that enhance student engagement.

- Implementation of Restorative Discipline, PBIS, and SEL practices has resulted in a safe school climate

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery.
Root Cause: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Problem Statement 2: Academic gaps in Reading and Math remain significant, indicating that current interventions are not consistently accelerating students to grade-level expectations.
Root Cause: Interventions are not always closely matched to the specific skill deficits of students, nor consistently monitored for effectiveness due to lacking a quality system to implement and monitor.

Perceptions

Perceptions Summary

Bilhartz Elementary has a strong community of supportive families and stakeholders who are deeply invested in student success. Communication is consistent through newsletters, social media, and direct outreach, helping families stay connected and engaged. The reestablished PTA has strengthened partnerships, and the school looks forward to resuming large-scale family events such as Fall and Spring Carnivals, Academic Nights, and End-of-Year Awards.

Campus culture is described as positive, safe, and supportive, reinforced by Restorative Practices, PBIS, and Social Emotional Learning. Students feel encouraged and celebrated through performance celebrations, attendance incentives, and academic recognition. The Panorama Survey, administered three times a year, provides feedback on students' social-emotional wellness and helps guide supports.

Staff retention data and informal feedback highlight a collaborative culture where teachers feel supported and recognized. While strengths are evident in engagement, communication, and campus culture, opportunities remain to expand parent involvement, increase volunteer participation, and ensure communication consistently reaches all families.

Perceptions Strengths

- Strong community of supportive families and stakeholders invested in student success.

- Consistent communication with families through newsletters, social media, and direct outreach.

- Reestablished PTA that strengthens family and community partnerships.

- Positive, safe, and supportive campus culture reinforced by Restorative Practices, PBIS, and SEL.

- Students feel celebrated through performance celebrations, attendance incentives, and academic recognition.

- Panorama Survey administered three times a year provides valuable feedback on students' social-emotional wellness.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement and volunteer participation are not consistent across all grade levels and student groups.
Root Cause: Limited opportunities for flexible engagement and inconsistent communication methods create barriers for some families, preventing full participation in school events and decision-making.

Problem Statement 2: Perceptions and feedback regarding the campus have been limited and inconsistent.
Root Cause: Limited formal feedback has been collected from stakeholders regarding the school.

Priority Problem Statements

Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.

Root Cause 1: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions.

Root Cause 2: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery.

Root Cause 3: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parent involvement and volunteer participation are not consistent across all grade levels and student groups.

Root Cause 4: Limited opportunities for flexible engagement and inconsistent communication methods create barriers for some families, preventing full participation in school events and decision-making.

Problem Statement 4 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Priorities

Revised/Approved: October 6, 2025

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 28% to 35% on the STAAR test.

High Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase STAAR scores to meet Domain 1, Domain 2 and Domain 3 goals. **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **Title I:** 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1 **Funding Sources:** Tutoring materials & personnel - 289 Title I - 289.11.6117.00.112.30.000	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: HQIM curriculum will be deeply internalized to ensure students have access to quality instruction.
    Staff Responsible for Monitoring: Principal-LaTonia Dennis
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
Problem Statements: School Processes & Programs 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading. **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

School Processes & Programs
Problem Statement 1: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery. **Root Cause**: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Priority 1: Student Academic Success

Goal 2: By June 2026, student achievement on the 1st grade iReady Reading testing for students performing at or above grade level will increase from 11% to 41%.

High Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students will utilize the iReady platform on a consistent basis. **Staff Responsible for Monitoring:** Assistant Principal- Shequita Miller **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: 100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students received daily researched base literacy practices **Staff Responsible for Monitoring:** Assistant Principal - Shequita Miller **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1	**Oct**	**Jan**	**Apr**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.   **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 3: By June 2026, student achievement on the 2nd grade iReady Reading testing for students performing at or above grade level will increase from 13% to 43%.

High Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of students will utilize the iReady platform on a consistent basis. **Staff Responsible for Monitoring:** Assistant Principal- Shequita Miller **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: 100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students received daily researched base literacy practices **Staff Responsible for Monitoring:** Assistant Principal - Shequita Miller **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

○ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.   **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 4: By June 2026, student achievement on the third-grade state assessment in Math at the "Meets" performance level or above will increase from 19% to 35% on the STAAR test.

High Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Result/Impact 100% of 3rd grade students will be assessed and 100% of 3rd grade teachers will desegregate data. **Staff Responsible for Monitoring:** Assistant Principal - Apryl White **Title I:** 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1 **Funding Sources:** Materials & personnel - 289 Title I - 289.11.6117.00.112.30.000				

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: HQIM curriculum will be deeply internalized to ensure students have access to quality instruction. **Staff Responsible for Monitoring:** Assistant Principal - Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.   **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.
School Processes & Programs
Problem Statement 1: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery.   **Root Cause**: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Priority 1: Student Academic Success

Goal 5: By June 2026, student achievement on the 1st grade iReady Math testing for students performing at or above grade level will increase from 3% to 33%.

High Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of students will utilize the iReady platform on a consistent basis. **Staff Responsible for Monitoring:** Instructional coach - Tennille Williams **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of students will implement small group rotations. **Staff Responsible for Monitoring:** Instructional Coach-Tennille Williams **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.   **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 6: By June 2026, student achievement on the 2nd grade iReady Math testing for students performing at or above grade level will increase from 1% to 31%.

High Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of students will utilize the iReady platform on a consistent basis. **Staff Responsible for Monitoring:** Instructional coach - Tennille Williams **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of students will implement small group rotations. **Staff Responsible for Monitoring:** Instructional Coach- Tennille Williams **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.   **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

Priority 1: Student Academic Success

Goal 7: By June 2026, student achievement on the state assessments in Reading will increase at approaches from 53% to 75%, meets from 25% to 35%, and masters from 5% to 15% on the STAAR test.

High Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase STAAR scores to meet domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase STAAR scores to meet domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Goal 7 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.   **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.
School Processes & Programs
Problem Statement 1: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery.   **Root Cause**: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Priority 1: Student Academic Success

Goal 8: By June 2026, student achievement on the state assessments in Math will increase at approaches from 35% to 75%, meets from 18% to 35%, and masters from 6% to 15% on the STAAR test.

High Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase STAAR scores to meet domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Assistant Principal - Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase STAAR scores to meet domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Assistant Principal - Apryl White **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 8 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.   **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.
School Processes & Programs
Problem Statement 1: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery.   **Root Cause**: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Priority 1: Student Academic Success

Goal 9: By June 2026, student achievement on the state assessments in Science will be 72% approaches 33% meets, and 25% masters on the STAAR test.

High Priority

Evaluation Data Sources: iReady diagnostic, exit tickets, district curriculum assessments, district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: STAAR scores will meet the domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Instructional Coach - Tennille Williams **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will use the Science PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: STAAR scores will meet the domain 1, domain 2 and domain 3 goals. **Staff Responsible for Monitoring:** Instructional Coach - Tennille Williams **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 9 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers are experiencing challenges with the consistent and effective implementation of the new curriculum, resulting in variability in instructional delivery.   **Root Cause**: Insufficient structured support systems have made it difficult for teachers to internalize and confidently deliver the new curriculum with fidelity.

Priority 2: Students, Families, and Community

Goal 1: Stakeholder's beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness" will increase from 70% to 75%.

    Evaluation Data Sources: climate survey

Strategy 1 Details	Reviews			
Strategy 1: Provide structured opportunities for students to gain exposure to multiple career pathways in order to increase awareness, build connections between learning and real-world applications, and support student engagement.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: There will be an increase in our spring climate survey results.				
Staff Responsible for Monitoring: Counselor - Denise Bables				
TEA Priorities:				
Connect high school to career and college				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning				
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				
Problem Statements: Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Create and share a quarterly college and career readiness spotlight through newsletters, social media, and family events that highlights student learning experiences, campus initiatives, and success stories connected to future readiness.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: There will be an increase in our spring climate survey results.				
Staff Responsible for Monitoring: Counselor - Denise Bables				
TEA Priorities:				
Connect high school to career and college				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning				
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				
Problem Statements: Demographics 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions.   **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Priority 2: Students, Families, and Community

Goal 2: Expand academic, social, emotional and wellness supports by 10% annually for students and families to overcome barriers to academic success.

Evaluation Data Sources: Number of SEL Supports Provided to Students, Total Discipline Referrals and Academic Failures

Strategy 1 Details	Reviews			
Strategy 1: Conduct Panorama Data Talks with teachers to discuss student SEL progress and efforts made to target individual skills.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of teachers will participate in 9 weeks data talks regarding Panorama data				
Staff Responsible for Monitoring: Counselor - Denise Bables				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement consistent attendance procedures that include daily monitoring of student attendance, weekly tracking by the attendance team, and recognition systems such as classroom incentives, campus-wide celebrations, and individual rewards to celebrate students with improved or exemplary attendance.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: expand academic, social, emotional and wellness supports for students				
Staff Responsible for Monitoring: Assistant Principals - Apryl White and Shequita Miller				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2 Problem Statements:

Demographics

Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions.   **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Priority 2: Students, Families, and Community

Goal 3: By June 2026, ADA will increase from 93% to 96%.

Evaluation Data Sources: daily attendance summary

Strategy 1 Details	Reviews			
Strategy 1: Implement consistent attendance procedures that include daily monitoring of student attendance, weekly tracking by the attendance team, and recognition systems such as classroom incentives, campus-wide celebrations, and individual rewards to celebrate students with improved or exemplary attendance.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: An increase in ADA averages for each grade level.				
Staff Responsible for Monitoring: Assistant Principals -Shequita Miller and Apryl White				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Strengthen campus-family partnerships to improve attendance by implementing proactive communication with parents/guardians regarding absences, providing resources to address barriers to attendance, and launching targeted attendance campaigns that set clear expectations and celebrate improved attendance rates	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: We will reach our campus attendance goal				
Staff Responsible for Monitoring: Assistant Principals - Shequita Miller and Apryl White				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1				

No Progress	Accomplished	Continue/Modify	Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions.   **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Perceptions
Problem Statement 1: Parent involvement and volunteer participation are not consistent across all grade levels and student groups.   **Root Cause**: Limited opportunities for flexible engagement and inconsistent communication methods create barriers for some families, preventing full participation in school events and decision-making.

Priority 3: Personnel and Professional Development

Goal 1: By June 2026, the percentage of teachers meeting "accomplished" or higher on T-TESS in Dimension 2.2 - Content Knowledge and Expertise will increase from 4% to 10% by June 2026.

    Evaluation Data Sources: T-TESS evaluations

Strategy 1 Details	Reviews			
Strategy 1: Implement coaching cycles with focused feedback, use walkthroughs and formal observations to monitor progress and adjust support.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers show growth and development in their instructional capacity				
Staff Responsible for Monitoring: Principal - LaTonia Dennis, Assistant Principals - Shequita Miller, Apryl White				
TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a campus professional development plan with targeted outcomes based on campus data.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: 100% of staff members will participate in at least 2 campus professional development at least once per 9 weeks				
Staff Responsible for Monitoring: LaTonia Dennis				
TEA Priorities: Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of Bilhartz students are performing below grade level in both Reading and Math, as evidenced by beginning-of-year iReady data showing 40% of K-5 students below grade level in Math and 47% below grade level in Reading.   **Root Cause**: There remains an ongoing need to increase teacher capacity in curriculum alignment, rigorous lesson internalization, and consistent implementation of research-based strategies to close academic gaps through PLC protocol implementation.

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.

Evaluation Data Sources: SBEC certification status for each teacher

Strategy 1 Details	Reviews			
Strategy 1: Provide mentoring and coaching for teachers working toward certification or in alternative certification programs and assign a campus mentor to check progress every 9 weeks.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Most of the non-certified teachers at Bilhartz will take their certification tests . **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Priority 3: Personnel and Professional Development

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

   Evaluation Data Sources: SBEC certification status for each teacher

Strategy 1 Details	Reviews			
Strategy 1: Offer pathways for certified teachers to lead PLCs, model lessons, take on coaching, mentor, or committee roles to expand their leadership skills.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Certified teachers will feel valued and stay at Bilhartz **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions.   **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Priority 4: Fiscal Stewardship and Operational Excellence

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

    Evaluation Data Sources: campus budget and spending

Strategy 1 Details	Reviews			
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: There will be an increase in the amount of funds spent in Function Code 11.				
Staff Responsible for Monitoring: Principal - LaTonia Dennis				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions.   **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The campus will support the district goal of improving the School FIRST rating from an A-90 to A-94 by 2028.

    Evaluation Data Sources: campus budget and spending profile

Strategy 1 Details	Reviews			
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The staff will build awareness of fiscal compliance.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal - LaTonia Dennis **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

    ⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions. **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The campus will support the district goal in reducing the payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Evaluation Data Sources: campus budget and spending profile

Strategy 1 Details	Reviews			
Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Prioritize campus staffing based on student needs and instructional priorities **Staff Responsible for Monitoring:** Principal - LaTonia Dennis **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Student groups identified as Economically Disadvantaged (74%) and At-Risk (49%) continue to face significant barriers to consistent academic success, as reflected in student performance data and the high percentage of students requiring targeted interventions.   **Root Cause**: Effective TIER 1 instruction and differentiation strategies have not been implemented with fidelity.

RDA Strategies

Priority	Goal	Strategy	Description
1	1	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	1	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	2	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	2	2	100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity.
1	3	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	3	2	100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity.
1	4	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	4	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	5	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	5	2	100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics.
1	6	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	6	2	100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics.
1	7	1	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	7	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	8	1	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	8	2	100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.

Priority	Goal	Strategy	Description
1	9	1	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	9	2	100% of teachers will use the Science PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
2	1	1	Provide structured opportunities for students to gain exposure to multiple career pathways in order to increase awareness, build connections between learning and real-world applications, and support student engagement.
2	1	2	Create and share a quarterly college and career readiness spotlight through newsletters, social media, and family events that highlights student learning experiences, campus initiatives, and success stories connected to future readiness.
2	2	1	Conduct Panorama Data Talks with teachers to discuss student SEL progress and efforts made to target individual skills.
2	2	2	Implement consistent attendance procedures that include daily monitoring of student attendance, weekly tracking by the attendance team, and recognition systems such as classroom incentives, campus-wide celebrations, and individual rewards to celebrate students with improved or exemplary attendance.
2	3	1	Implement consistent attendance procedures that include daily monitoring of student attendance, weekly tracking by the attendance team, and recognition systems such as classroom incentives, campus-wide celebrations, and individual rewards to celebrate students with improved or exemplary attendance.
2	3	2	Strengthen campus-family partnerships to improve attendance by implementing proactive communication with parents/guardians regarding absences, providing resources to address barriers to attendance, and launching targeted attendance campaigns that set clear expectations and celebrate improved attendance rates
3	1	1	Implement coaching cycles with focused feedback, use walkthroughs and formal observations to monitor progress and adjust support.
3	1	2	Create and implement a campus professional development plan with targeted outcomes based on campus data.
3	2	1	Provide mentoring and coaching for teachers working toward certification or in alternative certification programs and assign a campus mentor to check progress every 9 weeks.
4	1	1	The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month
4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.
4	3	1	The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.

Targeted Support Strategies

Priority	Goal	Strategy	Description
1	1	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	1	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	2	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	2	2	100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity.
1	3	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	3	2	100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity.
1	4	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	4	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	5	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	5	2	100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics.
1	6	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	6	2	100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics.
1	7	1	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	7	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	8	1	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	8	2	100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.

Priority	Goal	Strategy	Description
1	9	1	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	9	2	100% of teachers will use the Science PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
2	1	1	Provide structured opportunities for students to gain exposure to multiple career pathways in order to increase awareness, build connections between learning and real-world applications, and support student engagement.
2	1	2	Create and share a quarterly college and career readiness spotlight through newsletters, social media, and family events that highlights student learning experiences, campus initiatives, and success stories connected to future readiness.
2	2	1	Conduct Panorama Data Talks with teachers to discuss student SEL progress and efforts made to target individual skills.
2	2	2	Implement consistent attendance procedures that include daily monitoring of student attendance, weekly tracking by the attendance team, and recognition systems such as classroom incentives, campus-wide celebrations, and individual rewards to celebrate students with improved or exemplary attendance.
2	3	1	Implement consistent attendance procedures that include daily monitoring of student attendance, weekly tracking by the attendance team, and recognition systems such as classroom incentives, campus-wide celebrations, and individual rewards to celebrate students with improved or exemplary attendance.
2	3	2	Strengthen campus-family partnerships to improve attendance by implementing proactive communication with parents/ guardians regarding absences, providing resources to address barriers to attendance, and launching targeted attendance campaigns that set clear expectations and celebrate improved attendance rates
3	1	1	Implement coaching cycles with focused feedback, use walkthroughs and formal observations to monitor progress and adjust support.
3	1	2	Create and implement a campus professional development plan with targeted outcomes based on campus data.
3	2	1	Provide mentoring and coaching for teachers working toward certification or in alternative certification programs and assign a campus mentor to check progress every 9 weeks.
4	1	1	The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month
4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.
4	3	1	The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.

Additional Targeted Support Strategies

Priority	Goal	Strategy	Description
1	1	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	1	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	2	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	2	2	100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity.
1	3	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	3	2	100% of grade-level teachers will consistently implement daily Heggerty phonics instruction with fidelity.
1	4	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	4	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	5	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	5	2	100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics.
1	6	1	100% of core teachers will utilize I-Ready to create intentional small groups and provide individualized instructional plans during WIN time.
1	6	2	100% of teachers will implement small group rotations during core instruction in response to student performance data from Tier 1 instruction and i-Ready diagnostics.
1	7	1	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	7	2	100% of teachers will use the SustainED Reading PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
1	8	1	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	8	2	100% of teachers will use the SustainED Math PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.

Priority	Goal	Strategy	Description
1	9	1	100% of all core STAAR teachers will implement a systematic data-driven cycle using district formative assessments, exit tickets, and i-Ready data to monitor student mastery and adjust instruction. Teachers will engage in weekly PLCs to analyze results, identify misconceptions, and plan reteach or enrichment.
1	9	2	100% of teachers will use the Science PLC protocol to deeply internalize upcoming units by unpacking standards, anticipating student misconceptions, "Know and Show" charts, and preparing exemplar responses.
2	1	1	Provide structured opportunities for students to gain exposure to multiple career pathways in order to increase awareness, build connections between learning and real-world applications, and support student engagement.
2	1	2	Create and share a quarterly college and career readiness spotlight through newsletters, social media, and family events that highlights student learning experiences, campus initiatives, and success stories connected to future readiness.
2	2	1	Conduct Panorama Data Talks with teachers to discuss student SEL progress and efforts made to target individual skills.
2	2	2	Implement consistent attendance procedures that include daily monitoring of student attendance, weekly tracking by the attendance team, and recognition systems such as classroom incentives, campus-wide celebrations, and individual rewards to celebrate students with improved or exemplary attendance.
2	3	1	Implement consistent attendance procedures that include daily monitoring of student attendance, weekly tracking by the attendance team, and recognition systems such as classroom incentives, campus-wide celebrations, and individual rewards to celebrate students with improved or exemplary attendance.
2	3	2	Strengthen campus-family partnerships to improve attendance by implementing proactive communication with parents/ guardians regarding absences, providing resources to address barriers to attendance, and launching targeted attendance campaigns that set clear expectations and celebrate improved attendance rates
3	1	1	Implement coaching cycles with focused feedback, use walkthroughs and formal observations to monitor progress and adjust support.
3	1	2	Create and implement a campus professional development plan with targeted outcomes based on campus data.
3	2	1	Provide mentoring and coaching for teachers working toward certification or in alternative certification programs and assign a campus mentor to check progress every 9 weeks.
4	1	1	The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month
4	2	1	The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year.
4	3	1	The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review.

State Compensatory

Budget for Bilhartz Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

N/A

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)

Campus Improvement plans are made available to the public via our campus 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, especially in schools with Comprehensive or Targeted Support and Improvement activities.

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

Embedded in the plan

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Embedded in the Formative Reviews

Title I Personnel

Name	Position	Program	FTE
Brittany Riggins	Interventionist	Title 1	1
Duane Yager	Interventionist	Title 1	1
Jesse Hidalgo	Interventionist	Title 1	1
Tennille Jones-Williams	Instructional Coach	Title 1	1

Campus Funding Summary

289 Title I					
Priority	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutoring materials & personnel	289.11.6117.00.112.30.000	$0.00
1	4	1	Materials & personnel	289.11.6117.00.112.30.000	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,681.00
				+/- Difference	$2,681.00
				Grand Total Budgeted	$2,681.00
				Grand Total Spent	$0.00
				+/- Difference	$2,681.00