

Midway Independent School District

Chapel Park Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Chapel Park inspires excellence and leadership through high expectations, strong relationships and a supportive partnership with families. Together, we prepare students to thrive and lead in their communities, their futures and the world.

Vision

At Chapel Park, students soar as leaders. We provide a safe, inclusive, and empowering environment where every child grows socially, emotionally, and academically—ready to lead with confidence, character, and purpose in school and beyond.

Value Statement

At Chapel Park, we believe:

Every child can grow and achieve.

Learning happens best in a safe, respectful and caring environment.

Success is built through collaboration between students, staff and families.

All children deserve joy, creativity and connection at school.

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Goals

Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 1: WIG: 100% of students will show measurable growth in writing on the grade-level district writing rubric by May 2026, as demonstrated through monthly writing samples and tracked in their student portfolios.

Evaluation Data Sources: 2026 STAAR Scores
TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: Lead Measure: PLC teams will engage in ongoing professional learning and collaborative data analysis to identify students in need of early writing intervention. Grade-level teams will use this data to develop and implement targeted instructional strategies, monitor progress, and adjust instruction to ensure academic growth for all students. Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2025-2026 school year. Staff Responsible for Monitoring: PLC Teams MTSS CPE Admin Title I: 2.51, 2.52, 2.53, 2.534	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Lead Measure: All CPE professional staff will implement vertically aligned constructed response strategies to support writing development across all grade levels. K-2 teachers will use the SCR strategy (Answer the question, Prove the answer), and grades 3-5 will implement the ECR strategy (IRACES-Restate, Answer, Cite, Explain, Sum up) to strengthen student writing and alignment to STAAR expectations. Strategy's Expected Result/Impact: Teachers will consistently implement the AP strategy in K-2 and the IRACES strategy in 3-5 for all constructed response tasks. Students will demonstrate increased proficiency in writing, as reflected by rubric score improvement across grade levels and increased clarity, organization, and textual evidence in student responses. Staff Responsible for Monitoring: All Professional Staff, CPE Leadership Team	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Lead Measure: All CPE professional staff will collect monthly student writing samples and collaboratively score them using grade level rubrics. Teachers will engage in calibration and use the scoring guides to ensure consistency and reliability in scoring across grade levels. Strategy's Expected Result/Impact: Grade-level PLCs will analyze student writing data monthly to adjust instruction. Targeted reteach plans and small group interventions will be implemented. As a result, students will demonstrate individual growth in identified weak areas, contributing to increased rubric scores and improved STAAR constructed response outcomes. Staff Responsible for Monitoring: All Professional Staff, CPE Leadership Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Lead Measure: All CPE staff will support student goal setting and progress monitoring by maintaining a public grade-level WIG scoreboard and guiding students in tracking their individual writing growth in their Leadership Portfolios using rubric data. Strategy's Expected Result/Impact: All grade levels will maintain a public WIG scoreboard, and all students will track their writing progress in their Leadership Portfolio. Student ownership and engagement in writing will increase. Campus-wide, students will demonstrate goal-setting behavior and consistent writing growth, as reflected in rubric data and student artifacts. Staff Responsible for Monitoring: All Professional Staff, CPE Leadership Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Students who meet quarterly growth goals will be recognized through public celebrations such as announcements and grade-level events, as well as material incentives like certificates, writing supplies, and tokens of achievement to reinforce motivation and progress. Strategy's Expected Result/Impact: Measurable growth on the district writing rubric, improved writing quality and goal ownership observed through student portfolios, and quarterly progress data. Staff Responsible for Monitoring: CPE Leadership Team All CPE staff Title I: 2.51, 2.52, 2.53 Funding Sources: Token Economy Resources - 211- ESEA, Title I, Part A - 6399 - \$400	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 2: 100% of CPE students will show growth in ELAR and Math by the end of the academic year. (Domain 2- Student Growth)

Evaluation Data Sources: STAAR, TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: CPE will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2025-2026 during the school year. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR. Staff Responsible for Monitoring: Part time interventionist MTSS CPE Admin Title I: 2.51, 2.52, 2.53 Funding Sources: Part Time Interventionist - 211- ESEA, Title I, Part A - \$36,696	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: PLC teams will engage in ongoing professional learning and collaborative data analysis of screeners to identify students in need of early intervention. Grade-level teams will use this data to develop and implement targeted instructional strategies, monitor progress, and adjust instruction to ensure academic growth for all students. Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2025-2026 school year. Staff Responsible for Monitoring: PLC Teams MTSS CPE Admin	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Through regular PLCs and vertical planning sessions, teams will work to vertically align curriculum across grade levels and support inclusive practices that promote access to rigorous, standards-based instruction for all students, including those receiving special education services. Strategy's Expected Result/Impact: Improved student outcomes for students receiving special education services, as measured by growth on screeners, benchmarks, and STAAR. Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers MTSS CPE Admin	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 3: CPE Students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade) each year over the next 5 years. (Domain 1 - LITERACY - HB3 Overall Goal)





EC-L Goal: The CPE percentage of 3rd grade students who score "meets grade level" or above on STAAR Reading will increase from 65% to 70% by June 2026.

HB3 Goal

Evaluation Data Sources: STAAR Assessment 2026

Strategy 1 Details	Reviews			
Strategy 1: CPE will systematically track student growth using CFAs, unit tests, district benchmarks, and NWEA MAP universal screeners. Through the PLC process, teams will prioritize data analysis to enhance targeted interventions and enrichment opportunities. Each PLC will implement strategies to boost student engagement during instruction and WIN time. Strategy's Expected Result/Impact: 2026 STAAR 2025-2026 District Assessments & Benchmarks Minimum of 5% Masters increase in 2026 STAAR Staff Responsible for Monitoring: CPE Admin Team CPE Team Leads Classroom Teachers Learning Coaches Interventionist	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: CPE administrators and Grades K-3 teachers will complete the state required Reading Academies by the end of school year 2025-2026. Strategy's Expected Result/Impact: Student scores will increase on NWEA MAP Growth (universal screening) data in Multiple Genres, Foundational Skills: Vocabulary, and Author's Purpose and Craft. A supplemental program (NWEA MAP Reading Fluency) will assess the five areas of basic reading skills: Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency in K-2. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: The CPE GT teacher will work with grade level PLC teams to develop a data tracking system to monitor GT student performance in core academic areas. Using this data, the GT teacher and PLCs will incorporate targeted teaching strategies and enrichment extensions to support academic growth and increase the percentage of GT students achieving Masters level performance on the 2026 STAAR. Strategy's Expected Result/Impact: GT students will demonstrate academic growth in core content areas through targeted instruction and enrichment. The use of data tracking and differentiated strategies will result in an increased percentage of GT students achieving Masters level performance on the 2026 STAAR assessments. Staff Responsible for Monitoring: GT Teacher CPE Leadership Team Grade-Level PLC Teams		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
Strategy 4: CPE will provide tier 3 instruction to students who qualify. Tier 3 students will receive intensive research based small group interventions 4 days a week by our part time interventionist or trained paraprofessional. Strategy's Expected Result/Impact: By June 2026, 100% of monitored tiered students will receive targeted instruction in reading, leading to a 10% in student growth from BOY NWEA MAP data. Staff Responsible for Monitoring: CPE Admin MTSS Facilitator Interventionist Classroom Teachers		Formative			Summative
		Oct	Jan	Apr	July
Strategy 5 Details		Reviews			
Strategy 5: CPE will implement targeted after school reading tutoring for students in grades 3-5 to provide enrichment and push students from the "Approaches" to "Meets" and "Meets" to "Masters" performance level on the 2026 reading STAAR test. This after school tutoring program will focus on advanced problem-solving and critical thinking with our economically disadvantaged population of students. Strategy's Expected Result/Impact: Increase in the percentage of students moving from "Approaches" to "Meets" and "Masters" on the 2026 STAAR reading test; Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments; Regular progress monitoring will show measurable growth in advanced reading skills Small group instruction targeted for student growth Staff Responsible for Monitoring: CPE Admin Reading teachers and staff tutors Reading teachers MTSS Title I: 2.51, 2.52, 2.53 Funding Sources: After school reading tutoring - 199-General Fund/State Compensatory - 6399 - \$1,000		Formative			Summative
		Oct	Jan	Apr	July

Strategy 6 Details	Reviews			
Strategy 6: Campus instructional teams will analyze district trends to evaluate progress towards mastery of RLA objectives for students in Grades K-5. Based on data analysis, campus action plans will be created. Strategy's Expected Result/Impact: At least twice per year trends in data will be analyzed at a campus perspective by a teams for the purpose of developing action steps to address areas of deficit. Staff Responsible for Monitoring: CPE Admin Learning Coaches MTSS Interventionist CPE Team Leads Classroom Teachers	Formative			Summative
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 4: Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency (3rd grade) each year over the next 5 years. (Domain 1 - MATH - HB3 Overall Goal).





EC-M Goal: The percent of 3rd grade students whose score meets grade level or above on STAAR Math will increase from 66% to 70% by June 2026.

HB3 Goal

Evaluation Data Sources: 2026 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: CPE will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to campuses focusing on data analysis, increasing intentional interventions, and enrichment to allow students' to reach their highest level of potential. Strategy's Expected Result/Impact: 2026 STAAR 2025-2026 District Assessments Minimum of 5% Masters increase in 2026 STAAR Staff Responsible for Monitoring: Campus Admin Team Learning Coaches CPE Team Leads MTSS Facilitators Part Time Interventionist	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: CPE math teachers will utilize research-based instructional models (K-5-Guided Math Instructional Model) in all mathematics classrooms. Strategy's Expected Result/Impact: Evidence will be seen in an increase in the scores for T-TESS data walkthroughs. Staff Responsible for Monitoring: CPE Admin Team Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
Strategy 3: CPE will implement targeted math in class tutoring for students in grades 4-5 to provide enrichment and push students from the "Meets" to "Masters" performance level on the 2026 math STAAR test. This tutoring program will focus on advanced problem-solving and critical thinking. Strategy's Expected Result/Impact: Increase in the percentage of students moving from "Meets" to "Masters" on the 2025 STAAR math test by 3%; Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments; Regular progress monitoring will show measurable growth in advanced math skills Reduce class size for smaller student to teacher ratio during tutoring sessions Staff Responsible for Monitoring: MTSS Facilitator Hired math tutor 2 days a week Classroom teachers CPE Admin Learning Coaches Funding Sources: Math Enrichment Tutoring/School Day - 199-General Fund/State Compensatory - 6399 - \$500		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
Strategy 4: CPE will implement targeted math tutoring for students in grades 3-5 to provide enrichment and push students from the "Approaches" to "Meets" and "Meets" to "Masters" performance level on the 2026 math STAAR test. This after school tutoring program will focus on advanced problem-solving and critical thinking with our economically disadvantaged population of students. Strategy's Expected Result/Impact: Increase in the percentage of students moving from "Approaches" to "Meets" and "Masters" on the 2026 STAAR math test by 3% each; Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments; Regular progress monitoring will show measurable growth in advanced math skills Small group instruction targeted for student growth Staff Responsible for Monitoring: CPE Admin CPE staff tutors 2 days a week MTSS Math Teachers Funding Sources: CPE staff math tutors - 211- ESEA, Title I, Part A - 6399 - \$1,000		Formative			Summative
		Oct	Jan	Apr	July





Strategy 5 Details	Reviews			
Strategy 5: CPE will partner with Mathnasium to implement "MATH DAY" for students in grades 3-5 to provide enrichment and push students from the "Meets" to "Masters" performance level on the 2026 Math STAAR test. This day will focus on advanced problem-solving and critical thinking. Strategy's Expected Result/Impact: Student data will report higher levels of confidence in solving challenging problems and greater motivation to engage in critical thinking tasks after participating in Math Day. Staff Responsible for Monitoring: Mathnasium Company CPE Admin CPE 3-5 Teachers MTSS	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Campus instructional teams will analyze district trends to evaluate progress towards mastery of mathematics objectives for students in Grades K-5. Based on data analysis, campus instructional action plans will be created. Strategy's Expected Result/Impact: At least twice per year trends in data will be analyzed at a campus perspective by teams of for the purpose of developing action steps to address areas of deficit. Staff Responsible for Monitoring: CPE Admin Learning Coaches MTSS CPE Team Leads Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: Implement Reflex Math for grades K-5 to support foundational math fluency, track student progress, and provide targeted interventions. Strategy's Expected Result/Impact: K-5 students will show measurable growth in math fact fluency by May 2026. Increased student performance on MAP and STAAR math assessments. Improved growth rates for students in identified sub-populations Staff Responsible for Monitoring: CPE Admin MTSS CPE Team Leads Classroom Teachers Title I: 2.51, 2.52, 2.53 Funding Sources: Reflex Math Fluency - 199-General Fund/State Compensatory - 6399 - \$3,500	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 5: CPE grade level teams will ensure the development and implementation of processes and structures designed to increase academic achievement for all students. (Domain 1 - Student Achievement)

Evaluation Data Sources: 2026 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: CPE grade level teams will disaggregate and monitor assessment data among student populations in Domain 1 to determine extension activities for students at the MEETS and MASTERY level. Strategy's Expected Result/Impact: A 5% increase of students at the MASTERY level for the 2026 STAAR. Staff Responsible for Monitoring: Classroom teachers Special Education teachers MTSS Learning Coaches Interventionist CPE Admin ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: CPE leadership teams will provide teachers training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 90% approaches on all STAAR assessments. Strategy's Expected Result/Impact: Increased Domain I performance Staff Responsible for Monitoring: Campus Administrators Learning Coaches Team Leads MTSS Interventionist	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: CPE grade level teams will meet weekly during PLC to promote curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 70% meets on all STAAR assessments. Strategy's Expected Result/Impact: Increased Domain I performance Staff Responsible for Monitoring: Campus Administrators Learning Coaches Team Leads Teachers Interventionist MTSS ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: CPE grade level teams will meet weekly during PLCs to analyze student data with a focus on sub-populations, align assessments to TEKS rigor, and plan for higher-level questioning and tasks that promote critical thinking and increased mastery for all students. Strategy's Expected Result/Impact: A 5% increase in the number of students who are MASTERS on the state assessment in May 2026. Staff Responsible for Monitoring: CPE ADMIN Learning Coaches MTSS Team Leads Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: CPE will partner with the Midway High School "Education and Training" program to support high school students pursuing careers in education. Participating students will be paired with mentor teachers and assist in small group instruction, providing real-world classroom experience while supporting academic needs on campus. Strategy's Expected Result/Impact: High school students will gain hands-on experience in instructional settings, strengthening the educator pipeline. CPE students will benefit from additional small group support, contributing to increased engagement and academic growth. Staff Responsible for Monitoring: CPE Mentor Teachers, Campus Leadership Team, Midway High School Education and Training Coordinator	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 6: CPE will achieve an "A" rating in Domain 3. At least 90% of students will also achieve the specific targets set by the Federal Government for economically disadvantaged students as measured by Domain 3 for the current school year. (Domain 3 - Closing the Gaps)

Evaluation Data Sources: TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: CPE will provide accountability training on Domain 3, specifically addressing economically disadvantaged students, to ALL teachers (including those considered "non tested") and administrators. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet or exceed the minimum passing standard for STAAR; Additional HB1416 achievement growth points will be added to overall campus rating; Staff Responsible for Monitoring: CPE Admin Team Teachers Interventionist MTSS	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: CPE will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2025-26 school year. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR. Staff Responsible for Monitoring: CPE Admin Team Part Time Interventionist MTSS Facilitator	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: CPE will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress as well as intervention and extension activities. Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: PLC teams MTSS Learning Coaches Interventionist CPE Admin	Formative			Summative
	Oct	Jan	Apr	July





Strategy 4 Details	Reviews			
Strategy 4: Emergent Bilingual (EB) students will be supported through targeted instruction provided by classroom teachers and the campus EB facilitator. Staff will integrate language support strategies into daily reading and content-area instruction to promote academic growth and increase the percentage of EB students meeting expected English language proficiency gains on TELPAS. Strategy's Expected Result/Impact: EB students will maintain or exceed growth measures from BOY to EOY; TELPAS and STAAR 25-26 EB scores will increase. Staff Responsible for Monitoring: CPE Admin Team Learning Coaches MTSS Classroom Teachers EB Teacher	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: CPE teachers will incorporate research-based strategies in all lessons to increase the academic progress for all students. Strategy's Expected Result/Impact: All students will have access to high-quality lessons. Staff Responsible for Monitoring: Learning Coaches CPE Admin Team Leads PLCs MTSS	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 7: CPE STAAR Science achievement percentages will be at least 80% at the Approaches level, 40% at the Meets Level, and 20% at the Masters Level.

Evaluation Data Sources: STAAR Science 2026 Results





Strategy 1 Details	Reviews			
Strategy 1: Implement science curriculum with fidelity, ensuring continuous monitoring of student progress and boost STAAR science achievement percentages. Strategy's Expected Result/Impact: Grade level lesson plans; progress monitoring; vertical alignment as a campus; foundational and readiness skills as a campus in K-5 Staff Responsible for Monitoring: CPE Admin Learning Coaches MTSS Facilitator Classroom Science Teacher	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Provide grade-level SAVVAS Science Kit supplies to support the implementation of the new K-5 science curriculum adoption. These kits offer hands-on, inquiry-based learning opportunities that align with TEKS and promote student engagement, exploration, and critical thinking. Strategy's Expected Result/Impact: We expect to see improved student performance on science assessments, increased interest in STEM-related topics, and greater confidence in applying scientific thinking across content areas. Staff Responsible for Monitoring: CPE Admin Team CPE Science Teachers Title I: 2.51, 2.52, 2.53 Funding Sources: SAVVAS Kit Supplies - 211- ESEA, Title I, Part A - 6399 - \$500	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
Strategy 3: CPE will host a Saturday Science CAMP to support economically disadvantaged 5th-grade students in improving their performance on the 2026 STAAR science test focusing on high percentages of Meets and Masters. Strategy's Expected Result/Impact: The CAMP will provide targeted, TEKS-aligned instruction focusing on high-impact science concepts and test-taking strategies to targeted group. The goal is to increase the percentage of students achieving Meets and Masters levels, contributing to a 95% success rate in Domain 3 and supporting the district's "A" rating goal. Staff Responsible for Monitoring: CPE Admin 5th Grade Team MTSS Learning Coaches Funding Sources: 5th Grade Saturday Science Camp- Staff Hourly Rate - 211- ESEA, Title I, Part A - 6399 - \$500, 5th Grade Science Camp Resources/Supplies - 211- ESEA, Title I, Part A - 6399 - \$200, 5th Grade Science Camp Food/Snack - 211- ESEA, Title I, Part A - 6499 - \$200		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
Strategy 4: CPE will implement targeted Science tutoring for students in grade 5 to provide enrichment and push students from the "Approaches" to "Meets" and "Meets" to "Masters" performance level on the 2025 reading STAAR test. This after school tutoring program will focus on advanced problem-solving and critical thinking with our economically disadvantaged population of students. Strategy's Expected Result/Impact: Increase in the percentage of students moving from "Approaches" to "Meets" and "Masters" on the 2025 STAAR reading test; Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments; Regular progress monitoring will show measurable growth in advanced reading skills Small group instruction targeted for student growth Staff Responsible for Monitoring: CPE Admin 5th Science Teacher MTSS Learning Coaches Funding Sources: 5th Grade Science Tutoring - 211- ESEA, Title I, Part A - 6399 - \$500		Formative			Summative
		Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 8: CPE will enhance teachers' rigor, relevance, and enrichment activities for our identified GT students and those requiring additional challenges following Tier 1 instruction.

Evaluation Data Sources: Baseline data will be identified for students who have achieved the "Masters" level, and these students will maintain their performance throughout the year on CFAs, checkpoints, and formative assessments;
The percentage of GT students will increase to at least 10% of the total student body.

Strategy 1 Details	Reviews			
Strategy 1: During PLCs, teachers, learning coaches, and administrators will focus on PLC Question #4 (What do we do when students demonstrate mastery?) by exploring strategies and activities designed to increase rigor, creativity, and critical thinking for high-achieving students. Strategy's Expected Result/Impact: Students will sustain or achieve mastery-level performance, or show advancement in their performance. Staff Responsible for Monitoring: CPE Admin Team Learning Coaches GT Teacher Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.

Performance Objective 1: WIG: All CPE students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.

Evaluation Data Sources: Increase in spring 2026 MRA survey by staff, parents, and students.

Strategy 1 Details	Reviews			
Strategy 1: Lead Measure: CPE will deliver the year-long Leader in Me (LiM) curriculum (direct teach), designed to cultivate mindsets, behaviors, and skills in students and staff for effective, lifelong leadership. Strategy's Expected Result/Impact: Increase the spring 2026 MRA survey for Leader in Me at least 3 point in the Student Leadership category from 77 to 80. Maintain or exceed an average of 4 WT's on the SEL walkthrough reports. Staff Responsible for Monitoring: CPE Admin Team CPE Lighthouse Team CPE Counselor Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Lead Measure: CPE will participate in the Leader in Me program and continue with a Lighthouse Team to oversee the implementation of Leader in Me throughout the school year. Campuses will provide key Core 2 elements, including: student goal setting at all grade levels, and leadership binders/portfolios. Strategy's Expected Result/Impact: Raise the Spring 2026 MRA in the Academic category's Goal Achievement section by 3%. Staff Responsible for Monitoring: CPE Admin CPE Lighthouse Coordinators CPE Lighthouse Team Classroom teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Lead Measure: Instructional staff will receive training and on going coaching in the implementation of 7 Habits of Highly Effective People, and Core 2 of LiM. Strategy's Expected Result/Impact: Spring 2026 MRA District Average increase from 78 to 80. Professional Learning Survey feedback on readiness and support related to LiM implementation. Staff Responsible for Monitoring: CPE Admin CPE Lighthouse Coordinators CPE Lighthouse Team Classroom teachers	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.

Performance Objective 2: Provide influential role models through the recruitment, retention, and support of highly qualified faculty and staff.

Evaluation Data Sources: TASB 2026
MRA 2026

Strategy 1 Details	Reviews			
Strategy 1: Recruitment efforts focused on compensation including employee incentives such as National Board Certification, Teacher Incentive Allotment, and staff referral bonuses will retain teachers at CPE. Strategy's Expected Result/Impact: CPE will continue to retain teachers for the 2026-2027 school year. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities so that teacher turnover rate improves by 5%. Strategy's Expected Result/Impact: TASB Employee Survey results will show a 2% increase in the areas of working conditions, relationships with supervisors, communication, teaching & learning, and student discipline when comparing data from 2025 with data from 2026. Participation rate in the TASB Employee Survey will increase. Staff Responsible for Monitoring: CPE Admin Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Provide professional growth opportunities for instructional staff through meaningful leadership roles, including leading "teacher-led" professional development, leading at Back to School Summit, being asked to join MISD Teacher Leader Academy, leading/serving on campus and district-level committees. Strategy's Expected Result/Impact: Three percent increase in the Culture category on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey. Staff Responsible for Monitoring: CPE Admin	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.





Performance Objective 3: All staff will benefit from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

Evaluation Data Sources: Professional Learning end-of-year survey

Kick Up

Teacher Led PD Sessions





Strategy 1 Details		Reviews			
Strategy 1: Train and support all teachers/staff on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. Support for all teachers will be provided by campus and district leadership, Learning Coaches and Behavior Coaches. Strategy's Expected Result/Impact: Increased student engagement will lead to higher average scores for all teachers in Domain 2.5 on the 2025-2026 TTESS data walks and formal observations. This improvement in engagement will also contribute to an increase in the district's overall state accountability rating. Additionally, better management of Tier 1 behaviors will be reflected in Domain 3 of the TTESS data walks and formal observations, with teachers reaching or maintaining an average score of 3. Staff Responsible for Monitoring: CPE Admin Team Assistant Principal Learning Coaches Behavior Coach		Formative			Summative
		Oct	Jan	Apr	July
Strategy 2 Details		Reviews			
Strategy 2: Utilize our district Learning Coach to deliver job-embedded professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in a 1:1 learning environment. Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. Kickup will be used to measure the impact of professional learning. Increase scores in the Apple Learning Survey. Staff Responsible for Monitoring: CPE Admin Learning Coach Behavior Coach		Formative			Summative
		Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Support new to Midway teachers through the provision of an effective mentor program staffed by the MTSS Facilitators as Campus Mentor Coordinators who support both mentor teachers and mentees. Strategy's Expected Result/Impact: Program adjustments will be made using needs assessment feedback provided by both mentors and mentees to continue to keep new teachers on campus. Staff Responsible for Monitoring: MTSS Learning Coach Principal Assistant Principal	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: CPE Teacher-Led professional learning opportunities that provide teachers choice in their professional growth. Strategy's Expected Result/Impact: Teacher/team leadership goals met to impact school-wide growth scores; Leadership opportunities for all staff members Staff Responsible for Monitoring: CPE Admin Team Team Leads Learning Coach	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.

Performance Objective 4: Increase the number of teachers who obtain TIA designation to enhance faculty leadership and high quality classroom instruction that will result in student growth.

Evaluation Data Sources: T-Tess Goal Setting;
Revisiting goals setting MOY and EOY;
T-Tess Walk Through Data;
Professional development in areas of growth needed;
Reduced HB1416 hours needed by students;
Increase in overall campus STAAR results in Meets and Masters.

Strategy 1 Details	Reviews			
Strategy 1: Focus PLC meetings on NWEA MAP and LION growth to support teachers in achieving TIA designation. Strategy's Expected Result/Impact: Accountability measures will ensure teachers achieve targeted T-Tess and MAP/LION growth; Increased Meets and Masters in overall campus STAAR Results. Staff Responsible for Monitoring: CPE Admin Team Learning Coaches MTSS	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Conduct T-TESS Goal Setting check-ins at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Additionally, analyze walkthrough data with classroom teachers to identify areas for growth and incorporate targeted professional development and coaching. Strategy's Expected Result/Impact: Teachers will demonstrate continuous growth throughout the year;; informed by regular T-TESS check-ins and data-driven feedback; Professional development and coaching will be tailored to address specific needs identified through walkthrough data; Improved instructional practices. Staff Responsible for Monitoring: Principal/Assistant Principal Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.

Performance Objective 5: Provide influential role models through the recruitment, retention, and support of highly qualified faculty and staff.





Evaluation Data Sources: Recruitment efforts focused on compensation including a competitive pay/benefits plan, employee incentives such as National Board Certification and Teacher Incentive Allotment, and staff referral bonuses will help improve teacher turnover rate by 5%.

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 1: Improve the implementation of the character traits programs (Leader in Me and Character Strong) and support for social-emotional learning on all campuses during the 2025-2026 school year. Ensure instructional time for character education and wellness program is built into the yearly schedule for students at all campuses. Conduct student climate surveys and the Leader in Me Measurable Results Assessment (MRA) in grades 3-5 as a needs assessment for program improvements.

Evaluation Data Sources: Pre- and Post-Climate Surveys;
Leader in Me Measurable Results Assessment (MRA);
Staff survey;
Training rosters;
ISS/OSS placements;
Campus program evaluations;
Threat Assessments;
Behavioral RtI records;
Classroom observations/walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Integrate behavioral support and character trait programs into classroom, discipline, and counseling practices, e.g., Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior Interventions, wraparound services for highest-risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong. Strategy's Expected Result/Impact: Improved MTSS/RtI processes for behavior A 5% decrease in the number of discipline incidents. Trauma-Informed approach to disciplinary interventions Support for teachers An increase in the positive culture-increased sense of safety as reported on the MRA Staff Responsible for Monitoring: CPE Admin Team CPE Threat Assessment Team Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Decrease student behavior referrals and improve academic progress by empowering 5th graders to set positive examples through participation in student leadership teams such as Junior Lighthouse Team, Kinder Reading Buddies, and community service projects. Strategy's Expected Result/Impact: Increase the spring 2025 MRA survey for Leader in Me by at least 2 points for each area (academics, leadership, and culture) on the measured survey. Decrease in the number of discipline referrals by 5% in 5th grade Staff Responsible for Monitoring: CPE Admin Team 5th Grade Teachers CPE Lighthouse Team 5th Grade Student Leaders Student Mentors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: CPE will implement the year-long student lessons for Leader in Me (LiM) curriculum focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders. Strategy's Expected Result/Impact: Increase the spring 2026 MRA survey for Leader in Me at least 2 points for the culture category on the measured survey. Decrease in the number of discipline referrals by 5% Staff Responsible for Monitoring: CPE Admin Team 5th Grade Teachers CPE Lighthouse Team 5th Grade Student Leaders Student Mentors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Partner with MHS PALS, community church mentors, and community resources to support the social emotional needs of students and families. Strategy's Expected Result/Impact: Referral system to monitor requests for supports and follow-through with connection to services Increased opportunities for students/families to receive school-based supports Staff Responsible for Monitoring: CPE Admin CPE Counselor CPE Lighthouse Team Klaris Center T-Chat	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 2: During the 2025-2026 school year CPE will implement district and campus-wide classroom and behavior management plans to provide safe and supportive learning environments.

Evaluation Data Sources: Referral and student discipline data;
Behavioral Walkthrough data;

Strategy 1 Details	Reviews			
Strategy 1: All CPE classroom teachers will create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. Strategy's Expected Result/Impact: Decrease in the number of discipline incidents and discretionary DAEP placements by 5%. Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: Behavior Coach MTSS Facilitator CPE Admin Funding Sources: Behavior Coach - 211- ESEA, Title I, Part A - \$67,893	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: All CPE classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention(s), and collecting data for students in tier 2 and tier 3. Strategy's Expected Result/Impact: Decrease the number of discipline incidents. Decrease the number of physical restraints by 10%. Decrease the number of Tier 3 behavior students by 3%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: CPE Admin Teachers Paraprofessionals Behavior Coach Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: All CPE discipline referrals will be submitted through TAC and discipline data will be tracked in eSchool. Strategy's Expected Result/Impact: Ability to review reports and data by six weeks for all campuses and the district. Improve the consistency of consequences and due process for discipline incidents. Improve the details for each discipline incident in ESchool. Staff Responsible for Monitoring: Principal Assistant Principal MTSS Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Examine policies, practices and procedures for alignment with TASB and Texas School Safety center models or updates. Strategy's Expected Result/Impact: Utilize behavior data tracking tools to monitor the effectiveness of implemented strategies and adjust training focus as needed. Review discipline referrals and behavior intervention plans to measure progress and identify further areas of need. Staff Responsible for Monitoring: Principal Assistant Principal MTSS Coordinator Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Offer multiple approaches to provide timely and relevant information to students regarding risky behaviors, i.e. violence, drugs, alcohol use, vaping, and tobacco use. Advertise and communicate resources such as family and parenting classes, VIP events, counseling services, community events, and Panther Safety Series. Partner with community agencies to provide increased safety, support, services, and resources for students and their families. Strategy's Expected Result/Impact: Offer multiple approaches to provide timely and relevant information to students regarding risky behaviors, i.e. violence, drugs, alcohol use, vaping, and tobacco use. Advertise and communicate resources such as family and parenting classes, VIP events, counseling services, community events, and Panther Safety Series. Partner with community agencies to provide increased safety, support, services, and resources for students and their families. Staff Responsible for Monitoring: Behavior Coach CPE Admin Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 6 Details	Reviews			
Strategy 6: Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative approach in disciplinary placements. Strategy's Expected Result/Impact: Small group interventions Reduction in the number of students returning to DAEP Reduce the number of students assigned to DAEP by 5% Reduce behavior incidents by 5% Restorative behavior and transition plans Character Education lessons with DAEP students	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 3: By the end of the 2025-2026 school year, CPE will enhance and encompass safe and secure facilities and comprehensive training and support services for student needs.

Evaluation Data Sources: Local campus safety audits
 TEA District Vulnerability Assessment
 TXSSC Intruder Audit feedback
 Midway Safety and Security Committee Meeting Agendas
 Campus Emergency Operation Plan Training
 Compliance through Threat Assessment Team rosters for each campus, dates of meetings, threat assessment data
 Required Drill documentation

Strategy 1 Details	Reviews			
Strategy 1: Conduct ongoing campus safety audits throughout the 25-26 school year as required to ensure all facilities are secure and required practices are in place. Strategy's Expected Result/Impact: CPE holds weekly audited locked exterior doors CPE conducts proper visitor admission protocol CPE passes the State Intruder Safety Audit Staff Responsible for Monitoring: Principal Assistant Principal Campus Safety Specialist	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Encourage using restorative practices and trauma-informed care to assist students and families facing negative student behaviors. Align disciplinary strategies among the behavior coach, counselor, and assistant principal to implement effective behavioral plans and provide a restorative review in disciplinary placements. Strategy's Expected Result/Impact: Small group interventions Reduce behavior incidents by 5% Restorative behavior and transition plans Staff Responsible for Monitoring: Assistant Principal MTSS Coordinator Behavior Coach District Social worker Counselor CPE Admin Team	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: CPE will participate in providing documentation of at least the minimum number of required safety drills during the 25-26 school year. Strategy's Expected Result/Impact: Increased preparedness for both students and staff Opportunities for campus administration, CSS, and MISD Police to refine safety practices Staff Responsible for Monitoring: Campus Admin Assistant Principal- Lead CSS	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Examine policies, practices and procedures for alignment with TASB and Texas School Safety center models or updates. Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated, and interventions are provided to students. Threat assessments conducted for direct threats Staff Responsible for Monitoring: CPE Admin Team Student Support Services Counselor	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Offer multiple approaches to provide timely and relevant information to students regarding risky behaviors, i.e. violence, drugs, alcohol use, vaping, and tobacco use. Advertise and communicate resources such as family and parenting classes, VIP events, counseling services, community events, and Panther Safety Series. Partner with community agencies to provide increased safety, support, services, and resources for students and their families. Strategy's Expected Result/Impact: Counseling services provided for students struggling with substance use Follow-up data showing reduction in risky behaviors Continued attendance/parent participation in VIP nights Continued partnerships with community agencies	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative approach in disciplinary placements. Strategy's Expected Result/Impact: Small group interventions Reduction in the number of students returning to DAEP Reduce the number of students assigned to DAEP by 5% Reduce behavior incidents by 5% Restorative behavior and transition plans Character Education lessons with DAEP students	Formative			Summative
	Oct	Jan	Apr	July





Strategy 7 Details	Reviews			
Strategy 7: Train teachers and staff annually on grief and trauma informed care and positive behavior interventions and support. Provide community resources and include information in VIP nights. Provide annual training on the district-wide suicide risk screener, the Columbia-Suicide Severity Rating Scale (C-SSRS), to all counselors, social workers, and school psychologists. Follow procedures for parental notification of suicidal ideation and a connection to community resources and supports. Strategy's Expected Result/Impact: Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies Appropriate disciplinary approaches MTSS Behavior Response and Intervention Connection to support and resources	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
Strategy 8: Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages. Administration ensures staff has been trained to identify and report bullying and suicidal ideation. Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
Strategy 9: Ensure all CPE staff have a firm stance against dating violence and sexual harassment (policy FFH Local) and maltreatment of children (policy FFG Local). Staff participate in required compliance training addressing these issues. Strategy's Expected Result/Impact: Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children.	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
Strategy 10: Provide Emergency Operations training for all staff to ensure a safe, secure environment. Strategy's Expected Result/Impact: Increased safety and security awareness Compliance with all applicable safety laws and policies	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 4: All CPE staff interacting with students will be trained in Youth Mental Health First Aid.

HB3 Goal





Evaluation Data Sources: Professional Development records
Course Completion Certificates from YMHFA

Strategy 1 Details		Reviews			
Strategy 1: CPE will partner with ESC Region 12 and LMHA to attend YMHFA training. Strategy's Expected Result/Impact: At least 25% of CPE staff will be trained by the end of the 25-26 school year. Staff Responsible for Monitoring: CPE Admin		Formative			Summative
		Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 5: To equip future-ready leaders, CPE will cultivate innovative teaching and learning practices by prioritizing instruction that promotes effective communication, collaboration, creativity, critical thinking, and digital citizenship skills.

Evaluation Data Sources: Classroom observations/walkthroughs
Professional Learning end-of-year survey
Professional Learning Platform
Instructional Platform Lesson Data





Strategy 1 Details	Reviews			
Strategy 1: Utilize the district Learning Coaches to deliver professional learning opportunities that promote best practice instruction including effective communication, collaboration, creativity, critical thinking, and digital citizenship skills. Strategy's Expected Result/Impact: An increase in teachers' scores for Domain 2 in the TTESS data walk and formal observation. Increased Elements of Frequency scores on the Apple Education Survey. Staff Responsible for Monitoring: District Learning Coaches Behavior Coach CPE Admin Team	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 6: Strengthen the partnership between Chapel Park Elementary and our community by hosting family events throughout the year.

Evaluation Data Sources: MRA Family Survey increase by 3%

Strategy 1 Details	Reviews			
Strategy 1: Strengthen the partnership between Chapel Park Elementary and our community by hosting STREAM Night--interactive family events centered around Science, Technology, Reading, Engineering, Art, and Music. These nights foster meaningful family engagement by providing hands-on learning experiences that make academic concepts come to life Strategy's Expected Result/Impact: MRA end-of-the-year survey Pre-post family survey Sign in sheets Staff Responsible for Monitoring: CPE Admin Team CPE Team Leads Classroom Teachers Funding Sources: Parent engagement resources-STREAM Night - 211- ESEA, Title I, Part A - 6399 - \$1,000	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: Enhance campus, parent and teacher communication to build a stronger, more connected school community by increasing the frequency and effectiveness of communication by 10% by the end of the 2025-2026 school year. Strategy's Expected Result/Impact: MRA end-of-the-year survey Pre-post family survey Parent Square Analytic Data Reports Parent/Student Teacher Conferences Sign in sheets Weekly Principal Newsletters Weekly Teacher Newsletter PTA News Monthly Counselor Newsletters MOY and EOY Parent Surveys Parent Safety Surveys Social Media - FB and Instagram end-of-the-year survey Pre-post family survey PTA Executive Board Meeting Agendas PTA Membership Meeting Agendas PTA Members and Sign in sheets to meetings/events Staff Responsible for Monitoring: CPE Admin Team CPE Team Leads Teachers & Staff		Formative			Summative
		Oct	Jan	Apr	July
Strategy 3 Details		Reviews			
Strategy 3: Foster a strong partnership between Chapel Park Elementary and the community by hosting Art Night, where families can celebrate student artwork, experience art instruction, collaborate on meaningful exhibits for display, and create art together, promoting family engagement and a vibrant school culture. Strategy's Expected Result/Impact: MRA end-of-the-year survey Pre-post family survey Art Night Sign In Sheet Staff Responsible for Monitoring: CPE Admin Team CPE Team Leads Teachers & Staff		Formative			Summative
		Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 7: CPE staff will participate in ongoing professional learning focused on grief, trauma-informed care, and positive behavior interventions and supports to better address students' social-emotional needs. The campus counselor will provide training on suicide risk identification and response, along with student and parent access to mental health resources.

Evaluation Data Sources: Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies
Appropriate disciplinary approaches
MTSS Behavior Response and Intervention
Connection to support and resources

Strategy 1 Details	Reviews			
Strategy 1: All SPED self-contained classroom teachers and support staff will be trained and certified in SAMA de-escalation techniques. Strategy's Expected Result/Impact: A reduction in the number and severity of behavioral incidents in SPED self-contained classrooms. Increased staff confidence and effectiveness in managing challenging behaviors. Improved consistency in behavior management approaches across all SPED self-contained classrooms. Staff Responsible for Monitoring: CPE Admin SPED self contained teachers IBIS teacher	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				