

# **Terrell Independent School District**

## **Dr. Bruce Wood Elementary**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: C**

**Distinction Designation**  
Academic Achievement in Science



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

# Mission Statement

The mission of the Terrell Independent School District, a community rooted in connection, is to provide an exceptional learning experience in a safe, nurturing environment, empowering our students to achieve excellence and to be responsible and ethical members of an ever-changing society.

## Vision

The vision of Terrell ISD is to cultivate an innovative learning community where students are prepared to adapt and excel in a complex and rapidly changing world.

Wood Elementary will successfully prepare all students with a hope for the future and a readiness for college, career, and personal success.

## Value Statement

Terrell ISD is a 5-A district located east of Dallas and has an approximate enrollment of 5,250 students served by nine campuses. Established in 1883, Terrell Independent School District has a proud history of community and providing a quality education to our students. It is our belief that the future of our community, state, and nation hinges on the student being educated by our school system.

### ***Our Motto:***

Expect more. Achieve more.

### ***Our Values:***

**T** - Treat people right

**I** - Inspire Tiger Pride

**G** - Get better every day

**E** - Every day, we show up and are productive

**R** - Reach toward our common goal as a team

**S - Say what you mean; mean what you say; do what you say**

For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at [www.terrellisd.org](http://www.terrellisd.org) or the TEA website at <https://tea.texas.gov>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of the team chose the strategic objectives which are completely aligned with each campus plan.

TERRELL ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Derrell Coleman, General Counsel, 700 Catherine Street, Terrell, Texas 75160, (972) 563-7504.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wood Elementary, a Terrell ISD campus, is a minority-majority campus with 85 percent of economically disadvantaged students. The district expects all students to achieve at a high level while nurturing healthy relationships with students, parents, and the community.

**Our Vision:** To cultivate a student-centered learning community that is supportive, welcoming, and deeply connected—where everyone feels like family, is embraced with love, and inspired by passionate educators to thrive, grow, and succeed.

**Our Mission:** Our mission is to build a loving and supportive community where students are at the center, learning is driven by passion, and every individual feels like family.

Wood Elementary is represented by these student demographics: African American - 24%, Hispanic - 62%, White - 10%, Two or More - 4%. Student demographics for programs include Bilingual Education - 38%, Special Education - 12%, Gifted and Talented - 4%, Dyslexia - 4%, and Section 504 - 6%. Other student demographics include Economically Disadvantaged - 85%, At Risk - 60%, and Homeless - 2%.

Wood Elementary is committed to supporting teachers and staff through ongoing professional development that strengthens content knowledge and instructional practices. Our campus embraces multicultural awareness, works to bridge gaps, values diversity, and fosters a culture of trust and respect.

We provide targeted staff development opportunities to increase student achievement for all learners, with a particular focus on meeting the needs of economically disadvantaged students, emergent bilingual students, and other special student populations. To ensure we are serving our ESL population effectively, all teachers are required to obtain ESL certification.

Wood Elementary is also dedicated to recruiting and maintaining a diverse staff whose demographics reflect those of our students. In addition, mentoring programs and social-emotional learning are actively supported by our school counselor, Behavior Specialist, and teachers. Finally, we place a strong emphasis on partnering with families by offering parent support and training at the campus level.

To address the varied schedules of parents, Title 1 meetings will be held, September and February

### Demographics Strengths

- 94% student attendance
- Teacher attendance 93%
- 86% of the teachers teach in areas of certification
- Approximately 80% of teachers are ESL/GT trained. Non-ESL certified teachers complete required ESL TEA training.
- Student Data Tracking

- Teacher Accountability sheets.
- Teacher to Student data talks
- Social-emotional Learning time built into the daily schedule.
- Student recognitions
- Cultural awareness
- Campus ROAR Expectations, Class Dojo, Rewards
- Robotics, UIL teams, Student Council, National Elementary Honor Society, Music Club and Chess Club.
- Strong PTO
- Strong Teacher - Parent communication

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

**Root Cause:** Lack of clear alignment between the learning objective, activities and assessments

**Problem Statement 2 (Prioritized):** Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

**Root Cause:** Lack of teacher experience supporting specific sub population groups.

# Student Learning

## Student Learning Summary

State accountability for 2023-24 is rated C with a score of 76 and is rated C with a score of 72. STAAR Scores from the 2023-24 school year showed an increase in Student Growth in 5th Math, 4th RLA and 5th RLA. STAAR scores include performing levels of Approaches, Meets, Masters, and Did Not Meet Level Performance. Meets and Masters levels are considered on grade level.

For 2024–25, STAAR results indicated a slight decrease in student growth in 4th Grade Math and 5th Grade RLA. Wood Elementary must continue to improve performance in Domain 1: Student Achievement by increasing the number of students reaching *Approaches*, *Meets*, and *Masters* in 3rd–5th Grade Reading and Math, as well as 5th Grade Science. The campus continues to be identified by TEA for Targeted Support & Improvement, with a focus on improving growth in 4th and 5th Grade Reading and Math. Addressing achievement gaps among student groups—particularly African American, Hispanic, and White students—remains a priority to ensure equity in outcomes.

Wood Elementary is committed to meeting the rigorous goals established by the Board of Trustees. The campus implements a high-quality, TEKS-aligned curriculum that is accessible to all teachers. Instructional planning is supported by common assessments, online data-disaggregation tools, and a consistent instructional model. Collaborative Team Meetings (CTMs) provide teachers with job-embedded professional development to strengthen Tier 1 instruction.

The campus prioritizes the needs of economically disadvantaged students, emergent bilingual students, special education students, and other special populations. Teachers are required to obtain ESL certification and pursue GT certification as needed to support student success. Parent engagement is strengthened through support programs and training opportunities.

Academic, behavioral, and attendance data are consistently monitored through a Multi-Tiered System of Supports (MTSS). A full-time reading interventionist provides targeted support across multiple grade levels. While overall progress has been made, special education students continue to underperform compared to their peers, highlighting the need for targeted interventions and support.

Wood Elementary is dedicated to building the capacity of teachers, leaders, and staff to raise instructional rigor and student achievement. Professional development is ongoing, data-driven, and classroom-focused, equipping staff to close learning gaps, embrace diversity, and cultivate a culture of trust and respect. Instructional decisions are guided by data analysis to ensure that all students demonstrate yearly growth without regression.

The Texas Academic Performance Report continues to reflect achievement gaps across student populations. Professional development is critical to address these disparities by equipping teachers with strategies such as TEKS analysis, differentiated instruction, scaffolding, making content comprehensible, and culturally responsive teaching. This approach ensures strong, engaging instruction that addresses both academic and social-emotional needs, with the ultimate goal of equity and success for every student.

| STAAR for 2024 - 2025 |              |                  |          |       |                 |       |                  |                   |            |                             |          |                      |                     |                       |
|-----------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-----------------------------|----------|----------------------|---------------------|-----------------------|
|                       | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | EB/EL (Current & Monitored) | Econ Dis | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled |
| All                   |              |                  |          |       |                 |       |                  |                   |            |                             |          |                      |                     |                       |
| Percent of Tests      |              |                  |          |       |                 |       |                  |                   |            |                             |          |                      |                     |                       |

|                                        |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
|----------------------------------------|-----|-----|-----|-----|---|------|------|-----|-----|-----|-----|-----|-----|-----|
|                                        |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| % at Did Not Meet GL Standard or Above | 42% | 50% | 40% | 38% |   | 50%  | 100% | 43% | 45% | 43% | 47% | 60% | 42% | 42% |
| % at Approaches GL Standard or Above   | 58% | 50% | 60% | 62% |   | 50%  | 0%   | 57% | 55% | 57% | 53% | 40% | 58% | 58% |
| % at Meets GL Standard or Above        | 29% | 20% | 30% | 40% |   | 0%   | 0%   | 20% | 26% | 29% | 24% | 24% | 17% | 30% |
| % at Masters GL Standard               | 10% | 7%  | 9%  | 18% |   | 0%   | 0%   | 14% | 9%  | 8%  | 8%  | 8%  | 0%  | 11% |
| Number of Tests                        |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| # at Did Not Meet GL Standard or Above | 282 | 57  | 159 | 44  | 0 | 1    | 2    | 19  | 275 | 102 | 257 | 74  | 5   | 210 |
| # at Approaches GL Standard or Above   | 390 | 58  | 235 | 71  | 0 | 1    | 0    | 25  | 336 | 134 | 290 | 50  | 7   | 287 |
| # at Meets GL Standard or Above        | 196 | 23  | 118 | 46  | 0 | 0    | 0    | 9   | 161 | 68  | 131 | 30  | 2   | 149 |
| # at Masters GL Standard               | 69  | 8   | 34  | 21  | 0 | 0    | 0    | 6   | 52  | 18  | 44  | 10  | 0   | 55  |
| Total Tests                            | 672 | 115 | 394 | 115 | 0 | 2    | 2    | 44  | 611 | 236 | 547 | 124 | 12  | 497 |
| Reading                                |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| Percent of Tests                       |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| % at Did Not Meet GL Standard or Above | 38% | 40% | 38% | 33% |   | 0%   | 100% | 35% | 40% | 44% | 42% | 54% | 33% | 37% |
| % at Approaches GL Standard or Above   | 63% | 60% | 62% | 67% |   | 100% | 0%   | 65% | 60% | 56% | 58% | 46% | 67% | 63% |
| % at Meets GL Standard or Above        | 34% | 26% | 36% | 43% |   | 0%   | 0%   | 20% | 30% | 35% | 27% | 27% | 17% | 35% |
| % at Masters GL Standard               | 13% | 6%  | 12% | 20% |   | 0%   | 0%   | 15% | 10% | 10% | 10% | 8%  | 0%  | 14% |
| Number of Tests                        |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| # at Did Not Meet GL Standard or Above | 108 | 20  | 64  | 16  | 0 | 0    | 1    | 7   | 106 | 44  | 100 | 28  | 2   | 80  |
| # at Approaches GL Standard or Above   | 180 | 30  | 103 | 33  | 0 | 1    | 0    | 13  | 157 | 55  | 137 | 24  | 4   | 134 |
| # at Meets GL Standard or Above        | 98  | 13  | 60  | 21  | 0 | 0    | 0    | 4   | 80  | 35  | 65  | 14  | 1   | 74  |
| # at Masters GL Standard               | 36  | 3   | 20  | 10  | 0 | 0    | 0    | 3   | 27  | 10  | 23  | 4   | 0   | 29  |
| Total Tests                            | 288 | 50  | 167 | 49  | 0 | 1    | 1    | 20  | 263 | 99  | 237 | 52  | 6   | 214 |
| Mathematics                            |     |     |     |     |   |      |      |     |     |     |     |     |     |     |

|                                        |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
|----------------------------------------|-----|-----|-----|-----|---|------|------|-----|-----|-----|-----|-----|-----|-----|
|                                        |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| Percent of Tests                       |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| % at Did Not Meet GL Standard or Above | 45% | 58% | 41% | 43% |   | 100% | 100% | 55% | 48% | 37% | 50% | 67% | 50% | 47% |
| % at Approaches GL Standard or Above   | 55% | 42% | 59% | 57% |   | 0%   | 0%   | 45% | 52% | 63% | 50% | 33% | 50% | 53% |
| % at Meets GL Standard or Above        | 27% | 14% | 29% | 41% |   | 0%   | 0%   | 20% | 25% | 27% | 23% | 23% | 17% | 29% |
| % at Masters GL Standard               | 9%  | 8%  | 7%  | 16% |   | 0%   | 0%   | 10% | 7%  | 6%  | 7%  | 8%  | 0%  | 9%  |
| Number of Tests                        |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| # at Did Not Meet GL Standard or Above | 131 | 29  | 68  | 21  | 0 | 1    | 1    | 11  | 127 | 37  | 118 | 35  | 3   | 101 |
| # at Approaches GL Standard or Above   | 157 | 21  | 99  | 28  | 0 | 0    | 0    | 9   | 136 | 62  | 119 | 17  | 3   | 113 |
| # at Meets GL Standard or Above        | 79  | 7   | 48  | 20  | 0 | 0    | 0    | 4   | 66  | 27  | 55  | 12  | 1   | 62  |
| # at Masters GL Standard               | 25  | 4   | 11  | 8   | 0 | 0    | 0    | 2   | 19  | 6   | 17  | 4   | 0   | 20  |
| Total Tests                            | 288 | 50  | 167 | 49  | 0 | 1    | 1    | 20  | 263 | 99  | 237 | 52  | 6   | 214 |
| Science                                |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| Percent of Tests                       |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| % at Did Not Meet GL Standard or Above | 45% | 53% | 45% | 41% |   |      |      | 25% | 49% | 55% | 53% | 55% |     | 42% |
| % at Approaches GL Standard or Above   | 55% | 47% | 55% | 59% |   |      |      | 75% | 51% | 45% | 47% | 45% |     | 58% |
| % at Meets GL Standard or Above        | 20% | 20% | 17% | 29% |   |      |      | 25% | 18% | 16% | 15% | 20% |     | 19% |
| % at Masters GL Standard               | 8%  | 7%  | 5%  | 18% |   |      |      | 25% | 7%  | 5%  | 5%  | 10% |     | 9%  |
| Number of Tests                        |     |     |     |     |   |      |      |     |     |     |     |     |     |     |
| # at Did Not Meet GL Standard or Above | 43  | 8   | 27  | 7   | 0 | 0    | 0    | 1   | 42  | 21  | 39  | 11  | 0   | 29  |
| # at Approaches GL Standard or Above   | 53  | 7   | 33  | 10  | 0 | 0    | 0    | 3   | 43  | 17  | 34  | 9   | 0   | 40  |
| # at Meets GL Standard or Above        | 19  | 3   | 10  | 5   | 0 | 0    | 0    | 1   | 15  | 6   | 11  | 4   | 0   | 13  |
| # at Masters GL Standard               | 8   | 1   | 3   | 3   | 0 | 0    | 0    | 1   | 6   | 2   | 4   | 2   | 0   | 6   |
| Total Tests                            | 96  | 15  | 60  | 17  | 0 | 0    | 0    | 4   | 85  | 38  | 73  | 20  | 0   | 69  |

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**Student Learning Strengths**

- Built in interventions, acceleration and enrichment in every block to ensure students receive support in each content, Math and Reading, daily.
- Student data tracking.
- Full Time Reading Interventionist
- Teachers track student growth.
- Student recognitions (Awards/Performance)
- Culture of growth.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).  
**Root Cause:** The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups.

**Problem Statement 2 (Prioritized):** High percentage of student absenteeism.  
**Root Cause:** School systems and accountability

# School Processes & Programs

## School Processes & Programs Summary

Wood Elementary has a targeted focus on student growth and high achievement of students which is addressed through high quality Tier 1 instruction, effective teaching, engaged learning and data driven instruction. Both campus administrators ensure that teachers receive regular observations and appropriate feedback to implement effective instruction. The National Institute of Excellence in Teaching's TLR System is utilized as the evaluative tool for effective classroom instruction. The district provides annual training of the teacher evaluation rubric, calibrates results, and holds staff accountable for increasing student performance. Targeted Improvement Plans and Strategic Support Plans are in place to identify specific goals and monitor campus and student group performance.

At the heart of all professional development is the improved quality and retention of effective teachers and leaders to impact student growth and performance. The need for effective Tier 1 instruction, enhanced interventions to close academic gaps, and increased literacy are evident. Therefore, intensive, collaborative and job-embedded professional development is provided to all staff focusing on classroom practices, data-driven instruction, increasing student achievement, language acquisition, social-emotional intelligence and cultural responsiveness are but a few of the areas professional development addressed. Collaborative Team Meetings lay the framework for , job-embedded professional development, collaboration and cross-training opportunities. Beginning teachers are assigned a peer mentor throughout the school year to provide continuous 1:1 support. Learning Coordinators in RLA, Math, and Science also provide coaching to our K-5 teachers.

Incentives are provided to teachers such as competitive salaries, increased contributions to health care, life insurance, personal days (in addition to state days), sick leave pool, 403(b) matching opportunities, access to the fitness center and personal trainers and other incentives. The District has applied to participate in the state's Teacher Incentive Allotment whereby teachers, based on their effectiveness, may earn distinctions levels of Recognized, Exemplary, or Masters and receive additional compensation based on those distinctions.

Wood Elementary actively recruits highly qualified staff throughout the year by attending colleges, universities, virtual job-fairs, and hosting job fairs. Instructional paraprofessionals are highly qualified and certified as appropriate. Efforts are made to recruit and retain teachers with composite, Bilingual/ESL, and GT certifications. Stipends are provided in shortage/hard-to-fill areas such as Bilingual Ed. Current personnel are required to obtain necessary certifications as needed. Teacher turnover rate is below the state average and is addressed through incentives, training, and supports.

Flexible exchange days allow teachers/employees to select professional development that meets their individual needs. Curriculum Writers are also in place to ensure alignment of curriculum, instruction, and assessments and embed essential skills. The Director of Curriculum and Instruction supports the campus focus on Tier 1 Instruction and important elements and Reading and Math. Per House Bill 3 (HB 3), all K-3 teachers and principals must attend Reading Academies by the 2023-2024 school year if they have not already done so. New teachers in K-3 who have not attended Reading Academies are attending this year. School psychologists and counselors are also readily available.

Wood Elementary monitors high expectations and critical thinking for high student achievement. A scope and sequence geared toward meeting the needs of students. Common unit

assessments aligned to state standards are developed, with teacher input, to measure student progress. CTMs ensure collaboration, proper use of the scope and sequence, and ensure proper instructional delivery. Curriculum is aligned to the TEKS, ELPS (English Language Proficiency Standards) and CCRS (College Career & Readiness Standards). Wood Elementary provides a robust professional development program in order to increase student achievement in all areas. Instruction is connected to best practices based on student needs and responses to intervention. Professional development may include but is not limited to the following: (CTM), , campus leadership meetings, campus site visits, and content area professional development.

Wood Elementary provides its employees with standard technology equipment including laptops, document cameras, and projectors. Students receive 1:1 technology devices. Classlink serves as a single sign on for all teacher and student digital programs login. The TISD technology department increased its number of support staff to assist with the implementation of technology programs and hardware system maintenance. Training in the use and care of technological equipment, use of software programs, and care of devices is ongoing. The district continues to replace equipment with updated technology.

Programs and services that have a significant link to student performance include coordinated school health services, social services, fine arts, athletics, career & technology, etc. STEM opportunities are available to all students K-5 through STEM classes and Robotics programs. Bilingual/ESL Programs have expanded to ensure language acquisition in the areas of listening, speaking, reading, and writing. The ELPS (English Language Proficiency Standards) are embedded into the daily curriculum, training for ELPS and instructional strategies are ongoing, and newcomer interventions are in place. Bilingual Instructional Director supports Wood Elementary.

Data driven decision-making drives material and resource selection for classroom teachers, as well as campus initiatives. Resources such as early literacy development, digital fluency, college & career readiness, and high student achievement. A wide array of instructional resources and training are provided such as Amplify, Eduphoria, McGraw Hill , Reading Academy, blended learning, technology upgrades, hardware upgrades, are but a few of the instructional tools utilized. Additionally, SEL, 1:1 Technology, Title I Campus, MTA, Read by Design, Espark, Student Incentives, Safety Plan, CIP, master schedule, ,, Get Better Faster, Teacher Learning Rubric (TLR) by NIET, Blended Learning (BL), Mentor Program, New Teacher Orientation, Teacher incentives, ROAR Team, Site Based Decision, Reading Interventionist, and At Risk Counselors are supported.

Master schedules are developed to maximize instructional time and support accelerated instruction. Principal maintains systems to ensure smooth operations of their campuses including: safety drills, duty rosters, student support services, counseling, extra-curricular programs, enrichment opportunities, and daily needs. A variety of student organizations and activities are available to students.

### **School Processes & Programs Strengths**

- Teachers:
  - Common planning/collaboration time
  - Targeted professional development
  - Campus culture and Rigor in partnership with Big Rocks
  - K-5 coaching
- Students:

- Built in interventions during the school day (Reading pull-out)

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Uncertainty of the growth of students while on utilizing technology program due to insufficient data.

**Root Cause:** The program does not provide clear data for students for teachers to track see the growth.

# Perceptions

## Perceptions Summary

Great things are happening at Wood Elementary! 85% of our students receive free meals. Parent engagement opportunities are abundant. Planned opportunities for family and community involvement is determined using parental and community input from surveys, the Site Based Decision Making (SBDM) committee, and our annual Title I meetings. Campus opportunities include PTO meetings, parent training, and family nights focused on literacy, math, and multicultural celebrations. Our PTO is actively engaged and continuously seeks opportunities to support our students and staff.

Wood Elementary completes monthly safety drills, views multiple security cameras, attends district safety meetings, and completes compliance training and continuing education training.

Wood Elementary's attendance rate continues its recovery. For the 2024 - 25 school year attendance stayed at 94%.

A variety of surveys are solicited during the year from staff and parents and WES utilizes it to collect students, families, and staff input and determine specific needs in the areas of engagement, academic challenge, emotional and mental health, and diversity, equity, and inclusion. This provides the campus with the information to gain insight, catalyze change, monitor improvements, and develop strategic plans to address these unique perspectives. Participation in campus site-based committees and PTO also provides parents and community/business leaders a voice at Wood Elementary. Facilitation of parent involvement nights are organized according to feedback from the parental survey. Wood Elementary utilizes a Spanish language translator for campus activities and parent communication throughout the year.

Communication and transparency are important to Wood Elementary. The campus works to provide avenues for parents and stakeholders to share new ideas and create activities that promote widespread student and family participation/engagement. Staff initiates positive, consistent parent contact and maintain communication logs with parents and the community. To communicate opportunities for parent engagement, Wood Elementary utilizes multiple forms of communication including social media. A parental involvement newsletter is available in multiple languages on the Terrell ISD Website to assist parents with information on how to help their children with school activities and to improve the school-parent partnership. A parent app is available through the district's enhanced website. Parent Portal, Remind messenger program, and Facebook are also utilized to communicate with the community and parents. Additionally, campus staff members make home visits to connect with parents and students. A Community Resource Guide in both English and Spanish and other "need to know" information is housed on the campus website.

In order to retain teachers, Wood Elementary implements district-provided support and are assigned a mentor teacher to provide regular and consistent support. We have a variety of fun events that helps create a strong culture where teachers want to stay.

Finally, Wood Elementary is considered one of the happiest, most inviting campuses in Terrell ISD. This is according to face-to-face conversations with parents, substitute teachers and other visitors. We create an environment where staff and students want to be on campus. Theme days, music and fun activities are some of the things that set us apart from

other campuses and makes it a welcoming environment for all. Our students and teachers are loved, supported, and cared for.

The campus maintains the following core values and beliefs:

**Expect More; Achieve More**

**R**ise Above the Challenge, **O**wn Your Actions, **A**lways Work Together, **R**espect Self and Others

**Perceptions Strengths**

- Communication from the school sent in English and Spanish
- WES page on TISD website and Social Media pages
- Parent app
- Parent portal/Remind messenger.
- R.O.A.R (Rise Above the Challenge, Own Your Actions, Always Work Together, Respect SEL and Others)
- Annual Title 1 Meeting and Family Engagement Plan & Compact
- Parent-Teacher-Student Conferences
- Family Engagements Nights (Literacy, Math, Science, Fall Festival, Spring Festival, Parent Luncheon)
- Snow Cone Days, Snack Cart, Wood Store, Rocktober, 12 Days of Holiday Cheer, 10 Days of Love

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Percent of parent involvement in students' academics.

**Root Cause:** Lack of opportunities to educate parents with today's education expectations.

# Priority Problem Statements

**Problem Statement 1:** Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

**Root Cause 1:** Lack of clear alignment between the learning objective, activities and assessments

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

**Root Cause 2:** The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Uncertainty of the growth of students while on utilizing technology program due to insufficient data.

**Root Cause 3:** The program does not provide clear data for students for teachers to track see the growth.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity).

**Root Cause 4:** Lack of teacher experience supporting specific sub population groups.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** High percentage of student absenteeism.

**Root Cause 5:** School systems and accountability

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Percent of parent involvement in students' academics.

**Root Cause 6:** Lack of opportunities to educate parents with today's education expectations.

**Problem Statement 6 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: STUDENT ACHIEVEMENT:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 1:** Improve SUPPORTS to positively impact student learning to ensure a well-rounded education.

**High Priority**

**Evaluation Data Sources:** Teacher Walkthroughs and Evaluations, Professional Development sign-ins and agendas (including PLC).

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  | Reviews   |     |      |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|-----------|-----|------|-----------|
| <b>Strategy 1:</b><br>To ensure that 80% of all students reach their individual academic growth goals in Mathematics and in Reading/Language Arts by providing and monitoring the effective use of instructional programs and interventions--including personalized learning/digital platforms and targeted interventions such as IXL--and by supplying the materials, supplies, and resources needed to reinforce high-quality teaching and learning in all subject areas for all student groups (neglected/delinquent, At-Risk, GT, Special Education, Homeless, English Learners, Dyslexia, Section 504, Migrant, etc.), ensuring a well-rounded education for every student.<br><br><b>Strategy's Expected Result/Impact:</b> Increase the percentage of all students scoring at the Meets' and Masters' level<br>Close the achievement gaps for our AA student population<br>Quarterly checks of usage and student performance data [STAAR, TELPAS, Reading Plus, IReady, Growth, Gaps, CCMR, etc.]<br><br><b>Staff Responsible for Monitoring:</b> Campus Principal |  |  |  | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  |           |     |      |           |

| Action # | Actions for Implementation                                                                                           | Person(s) Responsible                      | Timeline      |
|----------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------|
| 1        | Identify students in need of intervention using universal screeners, formative assessments, and state/district data. | Instructional Coaches<br>Campus Principals | 8/2025-4/2026 |
| 2        | Provide tiered interventions in small-group or one-on-one settings during and outside the school day.                | Instructional Coaches<br>Campus Principals | 8/2025-4/2026 |

**TEA Priorities:**  
 Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college  
**- Targeted Support Strategy**  
**Problem Statements:** Demographics 1, 2 - Student Learning 1  
**Funding Sources:** IXL - 211 ESSA Title I, Part A - 211 - \$14,354, I-Ready - 410 IMA Funds - \$8,160, Great Minds - 410 IMA Funds - \$46,438, Branching Minds - 199 General Fund - 199 - \$6,500

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                |                                            |                 | Reviews  |                                                                                                      |                                            |                 |   |                                                                                                      |                                            |                 |   |                                                                                                |                                            |                 |           |  |  |           |
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| <b>Strategy 2: INTERVENTIONS &amp; MULTI-TIERED SYSTEM OF SUPPORT</b><br>Provide targeted interventions to students with academic and behavioral needs, including students who have experienced trauma or have explosive behaviors that interfere with learning.<br><b>Strategy's Expected Result/Impact:</b> Targeted instructional supports for students in need of assistance. Changes in student behavior to increase student learning.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Deliver small-group and individualized instructional support during intervention/enrichment periods.</td><td>Campus Principals<br/>Instructional Coaches</td><td>09/2025-05/2026</td></tr><tr><td>2</td><td>Hold data review meetings at least once every 6-9 weeks to monitor intervention effectiveness.</td><td>Campus Principals<br/>Instructional Coaches</td><td>09/2025-05/2026</td></tr></table><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> Branching Minds - 199 General Fund - 199 - \$6,500 |                                                                                                |                                            |                 | Action # | Actions for Implementation                                                                           | Person(s) Responsible                      | Timeline        | 1 | Deliver small-group and individualized instructional support during intervention/enrichment periods. | Campus Principals<br>Instructional Coaches | 09/2025-05/2026 | 2 | Hold data review meetings at least once every 6-9 weeks to monitor intervention effectiveness. | Campus Principals<br>Instructional Coaches | 09/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                |                                            |                 | Action # | Actions for Implementation                                                                           | Person(s) Responsible                      | Timeline        |   |                                                                                                      |                                            |                 |   |                                                                                                |                                            |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                |                                            |                 | 1        | Deliver small-group and individualized instructional support during intervention/enrichment periods. | Campus Principals<br>Instructional Coaches | 09/2025-05/2026 |   |                                                                                                      |                                            |                 |   |                                                                                                |                                            |                 |           |  |  |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Hold data review meetings at least once every 6-9 weeks to monitor intervention effectiveness. | Campus Principals<br>Instructional Coaches | 09/2025-05/2026 |          |                                                                                                      |                                            |                 |   |                                                                                                      |                                            |                 |   |                                                                                                |                                            |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Feb                                                                                            | June                                       |                 |          |                                                                                                      |                                            |                 |   |                                                                                                      |                                            |                 |   |                                                                                                |                                            |                 |           |  |  |           |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                  |                                            |               | Reviews  |                                                                                                             |                                            |               |   |                                                                                                             |                                            |               |   |                                                                                                                                                                  |                                            |               |           |  |  |           |
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| <b>Strategy 3: CURRICULUM</b><br>Maintain a viable curriculum aligned to state standards.<br><b>Strategy's Expected Result/Impact:</b> Alignment of the the written, taught, and tested curriculum<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Conduct curriculum audits and walkthroughs to ensure instructional delivery matches the written curriculum.</td><td>Campus Principals<br/>Instructional Coaches</td><td>8/2025-4/2026</td></tr><tr><td>2</td><td>Offer ongoing professional development for teachers on curriculum implementation, differentiation, and alignment of instructional strategies to state standards.</td><td>Campus Principals<br/>Instructional Coaches</td><td>8/2025-4/2026</td></tr></table><br><b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1<br><b>Funding Sources:</b> Great Minds - 410 IMA Funds - \$46,438, Amplify - 410 IMA Funds - \$35,611 |                                                                                                                                                                  |                                            |               | Action # | Actions for Implementation                                                                                  | Person(s) Responsible                      | Timeline      | 1 | Conduct curriculum audits and walkthroughs to ensure instructional delivery matches the written curriculum. | Campus Principals<br>Instructional Coaches | 8/2025-4/2026 | 2 | Offer ongoing professional development for teachers on curriculum implementation, differentiation, and alignment of instructional strategies to state standards. | Campus Principals<br>Instructional Coaches | 8/2025-4/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                  |                                            |               | Action # | Actions for Implementation                                                                                  | Person(s) Responsible                      | Timeline      |   |                                                                                                             |                                            |               |   |                                                                                                                                                                  |                                            |               |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                  |                                            |               | 1        | Conduct curriculum audits and walkthroughs to ensure instructional delivery matches the written curriculum. | Campus Principals<br>Instructional Coaches | 8/2025-4/2026 |   |                                                                                                             |                                            |               |   |                                                                                                                                                                  |                                            |               |           |  |  |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Offer ongoing professional development for teachers on curriculum implementation, differentiation, and alignment of instructional strategies to state standards. | Campus Principals<br>Instructional Coaches | 8/2025-4/2026 |          |                                                                                                             |                                            |               |   |                                                                                                             |                                            |               |   |                                                                                                                                                                  |                                            |               |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Feb                                                                                                                                                              | June                                       |               |          |                                                                                                             |                                            |               |   |                                                                                                             |                                            |               |   |                                                                                                                                                                  |                                            |               |           |  |  |           |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                    |                                            |               | Reviews  |                                                                                                          |                                            |               |   |                                                                                                          |                                            |               |   |                                                                                                                    |                                            |               |           |  |  |           |
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| <b>Strategy 4: PROFESSIONAL DEVELOPMENT &amp; COACHING</b><br>Provide job-embedded coaching opportunities to campus leaders, teachers, coaches and support staff.<br><b>Strategy's Expected Result/Impact:</b> Increased teacher and student performance<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Conduct regular coaching cycles that include classroom observation, feedback, modeling, and co-teaching.</td><td>Instructional Coaches<br/>Campus Principals</td><td>8/2025-4/2026</td></tr><tr><td>2</td><td>Offer professional learning tailored to role (teachers, instructional coaches, campus leaders, and support staff).</td><td>Instructional Coaches<br/>Campus Principals</td><td>8/2025-4/2026</td></tr></table><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning<br>- Targeted Support Strategy - Results Driven Accountability<br><b>Problem Statements:</b> Student Learning 1<br><b>Funding Sources:</b> Instructional Coaches - 211 ESSA Title I, Part A - \$181,735, TNTP - 255 ESSA Title II, Part A TPTR - 255 - \$16,333.98 |                                                                                                                    |                                            |               | Action # | Actions for Implementation                                                                               | Person(s) Responsible                      | Timeline      | 1 | Conduct regular coaching cycles that include classroom observation, feedback, modeling, and co-teaching. | Instructional Coaches<br>Campus Principals | 8/2025-4/2026 | 2 | Offer professional learning tailored to role (teachers, instructional coaches, campus leaders, and support staff). | Instructional Coaches<br>Campus Principals | 8/2025-4/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                    |                                            |               | Action # | Actions for Implementation                                                                               | Person(s) Responsible                      | Timeline      |   |                                                                                                          |                                            |               |   |                                                                                                                    |                                            |               |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                    |                                            |               | 1        | Conduct regular coaching cycles that include classroom observation, feedback, modeling, and co-teaching. | Instructional Coaches<br>Campus Principals | 8/2025-4/2026 |   |                                                                                                          |                                            |               |   |                                                                                                                    |                                            |               |           |  |  |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Offer professional learning tailored to role (teachers, instructional coaches, campus leaders, and support staff). | Instructional Coaches<br>Campus Principals | 8/2025-4/2026 |          |                                                                                                          |                                            |               |   |                                                                                                          |                                            |               |   |                                                                                                                    |                                            |               |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Feb                                                                                                                | June                                       |               |          |                                                                                                          |                                            |               |   |                                                                                                          |                                            |               |   |                                                                                                                    |                                            |               |           |  |  |           |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                   |                                            |                 | Reviews  |                                                                                                                                               |                                            |                 |   |                                                                                                                                               |                                            |                 |   |                                                                                                                                   |                                            |                 |           |  |  |           |
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| <b>Strategy 5: RESEARCH-BASED BEST PRACTICES</b><br>Campus will ensure an effective educator in in every classroom and students are engaged in learning every day.<br><b>Strategy's Expected Result/Impact:</b> Targeted instruction and student learning<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Monitor teacher effectiveness using classroom walkthroughs, observations, and student growth data, and provide targeted support where needed.</td><td>Campus Principals<br/>Instructional Coaches</td><td>08/2025-05/2026</td></tr><tr><td>2</td><td>Use PLCs and data meetings to analyze student work, adjust instructional practices, and share best practices across grade levels.</td><td>Campus Principals<br/>Instructional Coaches</td><td>08/2025-05/2026</td></tr></table><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1<br><b>Funding Sources:</b> TNTP - 255 ESSA Title II, Part A TPTR - 255 - \$16,333.98 |                                                                                                                                   |                                            |                 | Action # | Actions for Implementation                                                                                                                    | Person(s) Responsible                      | Timeline        | 1 | Monitor teacher effectiveness using classroom walkthroughs, observations, and student growth data, and provide targeted support where needed. | Campus Principals<br>Instructional Coaches | 08/2025-05/2026 | 2 | Use PLCs and data meetings to analyze student work, adjust instructional practices, and share best practices across grade levels. | Campus Principals<br>Instructional Coaches | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                   |                                            |                 | Action # | Actions for Implementation                                                                                                                    | Person(s) Responsible                      | Timeline        |   |                                                                                                                                               |                                            |                 |   |                                                                                                                                   |                                            |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                   |                                            |                 | 1        | Monitor teacher effectiveness using classroom walkthroughs, observations, and student growth data, and provide targeted support where needed. | Campus Principals<br>Instructional Coaches | 08/2025-05/2026 |   |                                                                                                                                               |                                            |                 |   |                                                                                                                                   |                                            |                 |           |  |  |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Use PLCs and data meetings to analyze student work, adjust instructional practices, and share best practices across grade levels. | Campus Principals<br>Instructional Coaches | 08/2025-05/2026 |          |                                                                                                                                               |                                            |                 |   |                                                                                                                                               |                                            |                 |   |                                                                                                                                   |                                            |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Feb                                                                                                                               | June                                       |                 |          |                                                                                                                                               |                                            |                 |   |                                                                                                                                               |                                            |                 |   |                                                                                                                                   |                                            |                 |           |  |  |           |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |      |  | Reviews  |                                                                                                        |                       |                 |   |                        |                  |                 |   |                                                                                                        |                  |                 |           |  |  |           |
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| <b>Strategy 6:</b> Provide all students with access to a WELL-ROUNDED EDUCATION by ensuring exposure to FINE ARTS, and preparation for COLLEGE, CAREER, OR MILITARY POST-SECONDARY READINESS, ADVANCED ACADEMICS, ensuring academic ENRICHMENT and EXTRA-CURRICULAR support and COLLEGE EXPOSURE opportunities for students such as summer camps, out-of-school time programs, school clubs, sports, and at-home extension activities..<br><b>Strategy's Expected Result/Impact:</b> Student involvement and enrichment<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Offer enrichment clubs</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr><tr><td>2</td><td>Ensure every student participates in music, art, or theater opportunities within the instructional day</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 |     |      |  | Action # | Actions for Implementation                                                                             | Person(s) Responsible | Timeline        | 1 | Offer enrichment clubs | Campus Principal | 08/2025-05/2026 | 2 | Ensure every student participates in music, art, or theater opportunities within the instructional day | Campus Principal | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |      |  | Action # | Actions for Implementation                                                                             | Person(s) Responsible | Timeline        |   |                        |                  |                 |   |                                                                                                        |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |      |  | 1        | Offer enrichment clubs                                                                                 | Campus Principal      | 08/2025-05/2026 |   |                        |                  |                 |   |                                                                                                        |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |      |  | 2        | Ensure every student participates in music, art, or theater opportunities within the instructional day | Campus Principal      | 08/2025-05/2026 |   |                        |                  |                 |   |                                                                                                        |                  |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Feb | June |  |          |                                                                                                        |                       |                 |   |                        |                  |                 |   |                                                                                                        |                  |                 |           |  |  |           |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  | Reviews   |     |      |           |
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| <b>Strategy 7:</b> DROP OUT PREVENTION / DROP OUT RATE / AT-RISK RECOVERY or ALTERNATIVE EDUATION<br>Analyze data and implement enhanced drop out prevention efforts (such as THS Graduation Team, TAEC), to decrease the student drop out rate AND/OR provide an alternative choice high schools to meet the needs of at-risk students.<br><b>Strategy's Expected Result/Impact:</b> Recover drop outs. Prevent potential dropouts.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1 |  |  |  | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |           |     |      |           |
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| Strategy 8 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  | Reviews   |     |      |           |
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| <b>Strategy 8:</b> TARGETED IMPROVEMENT PLANS<br>Monitor and support all Targeted Improvement Plans to ensure frameworks for effective schools and high student outcomes.<br><b>Strategy's Expected Result/Impact:</b> Close achievement gaps<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Targeted Support Strategy - Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1 |  |  |  | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |           |     |      |           |
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| Strategy 9 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                                            |                 | Reviews   |                                                                                                            |                                            |                |   |                                                                                                            |                                            |                |   |                                            |                                            |                 |           |  |  |           |
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| <b>Strategy 9: MIGRANT:</b><br>Establish Migrant Priority for Service (PFS) Action Plan in cooperation with Educational Service Center, Region 10.<br><b>Strategy's Expected Result/Impact:</b> Targeted focus on highly at risk population<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                            |                                            |                 | Formative |                                                                                                            |                                            | Summative      |   |                                                                                                            |                                            |                |   |                                            |                                            |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                            |                                            |                 | Nov       | Feb                                                                                                        | June                                       |                |   |                                                                                                            |                                            |                |   |                                            |                                            |                 |           |  |  |           |
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| Strategy 10 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                            |                                            |                 | Reviews   |                                                                                                            |                                            |                |   |                                                                                                            |                                            |                |   |                                            |                                            |                 |           |  |  |           |
| <b>Strategy 10:</b> Teachers will identify students next proficiency level (band) on STAAR and provide targeted daily small-group instruction to accelerate their progress and ensure measurable growth.<br><b>Strategy's Expected Result/Impact:</b> Increase in student growth<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr></thead><tbody><tr><td>1</td><td>Review STAAR, interim assessments, and classroom data to identify each student's current proficiency band.</td><td>Campus Principals<br/>Instructional Coaches</td><td>8/2025-04/2026</td></tr><tr><td>2</td><td>Incorporate personalized digital platforms</td><td>Campus Principals<br/>Instructional Coaches</td><td>08/2025-04/2026</td></tr></tbody></table><br><b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> IXL - 211 ESSA Title I, Part A - 211 - \$14,354, IReady - 410 IMA Funds - \$8,160 |                                            |                                            |                 | Action #  | Actions for Implementation                                                                                 | Person(s) Responsible                      | Timeline       | 1 | Review STAAR, interim assessments, and classroom data to identify each student's current proficiency band. | Campus Principals<br>Instructional Coaches | 8/2025-04/2026 | 2 | Incorporate personalized digital platforms | Campus Principals<br>Instructional Coaches | 08/2025-04/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                            |                                            |                 | Action #  | Actions for Implementation                                                                                 | Person(s) Responsible                      | Timeline       |   |                                                                                                            |                                            |                |   |                                            |                                            |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                            |                                            |                 | 1         | Review STAAR, interim assessments, and classroom data to identify each student's current proficiency band. | Campus Principals<br>Instructional Coaches | 8/2025-04/2026 |   |                                                                                                            |                                            |                |   |                                            |                                            |                 |           |  |  |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Incorporate personalized digital platforms | Campus Principals<br>Instructional Coaches | 08/2025-04/2026 |           |                                                                                                            |                                            |                |   |                                                                                                            |                                            |                |   |                                            |                                            |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Feb                                        | June                                       |                 |           |                                                                                                            |                                            |                |   |                                                                                                            |                                            |                |   |                                            |                                            |                 |           |  |  |           |
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No Progress

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Continue/Modify

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### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Problem Statement 1:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> Lack of clear alignment between the learning objective, activities and assessments |
| <b>Problem Statement 2:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> Lack of teacher experience supporting specific sub population groups.              |

### Student Learning

**Problem Statement 1:** Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). **Root Cause:** The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups.

### School Processes & Programs

**Problem Statement 1:** Uncertainty of the growth of students while on utilizing technology program due to insufficient data. **Root Cause:** The program does not provide clear data for students for teachers to track see the growth.

**Goal 1: STUDENT ACHIEVEMENT:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 2:** Ensure SPECIAL EDUCATION services are effectively provided to each student needed and ensure all processes and procedures are effectively monitored.

**High Priority**

**Evaluation Data Sources:** Results Driven Accountability Data  
IEPs  
Student Performance including behaviors

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                       |                                            |                 | Reviews   |     |      |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------|-----------|-----|------|-----------|
| <b>Strategy 1:</b> To ensure students in Special Education are receiving adequate and proper services, performance routine audits to ensure Child Find processes are effective and student folders are accurate and in compliance.<br><b>Strategy's Expected Result/Impact:</b> Continuity of services for students.<br><b>Staff Responsible for Monitoring:</b> Campus Principal |                                                                                                                                                                                       |                                            |                 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                       |                                            |                 | Nov       | Feb | June |           |
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| Action #                                                                                                                                                                                                                                                                                                                                                                          | Actions for Implementation                                                                                                                                                            | Person(s) Responsible                      | Timeline        |           |     |      |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                 | Review Individualized Education Programs (IEPs) for alignment to student needs and services provided.                                                                                 | Campus Principals<br>Instructional Coaches | 08/2025-05/2026 |           |     |      |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                 | Offer training for special education teachers, general education teachers, and related service providers on compliance documentation, instructional strategies, and service delivery. | Campus Principals<br>Instructional Coaches | 08/2025-05/2026 |           |     |      |           |
| <b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1<br><b>Funding Sources:</b> IXL - 211 ESSA Title I, Part A - 211 - \$14,354, IReady - 410 IMA Funds - \$8,160                                                                                                                                                               |                                                                                                                                                                                       |                                            |                 |           |     |      |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |      |  | Reviews  |                                                                                             |                       |                 |   |                                                                                             |                   |                 |           |  |  |           |
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| <b>Strategy 2: SPECIAL EDUCATION:</b><br>Ensure continuum of services to address student needs including the treatment of dyslexia. and maintain compliance with federal, State, and local regulations.<br><br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Monitor student progress through frequent data checks and adjust interventions accordingly.</td><td>Campus Principals</td><td>08/2025-05/2026</td></tr></table><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1 |     |      |  | Action # | Actions for Implementation                                                                  | Person(s) Responsible | Timeline        | 1 | Monitor student progress through frequent data checks and adjust interventions accordingly. | Campus Principals | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |      |  | Action # | Actions for Implementation                                                                  | Person(s) Responsible | Timeline        |   |                                                                                             |                   |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |      |  | 1        | Monitor student progress through frequent data checks and adjust interventions accordingly. | Campus Principals     | 08/2025-05/2026 |   |                                                                                             |                   |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Feb | June |  |          |                                                                                             |                       |                 |   |                                                                                             |                   |                 |           |  |  |           |
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No Progress

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No Progress



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Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> Lack of teacher experience supporting specific sub population groups.                                                                              |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups. |

**Goal 1: STUDENT ACHIEVEMENT:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 3: EMERGENT BILINGUAL -**  
EB students will increase their proficiency levels in the TELPAS domains of listening, speaking, reading and writing.

**High Priority**  
**Evaluation Data Sources:** TELPAS, OLPT, EL Progress Measures

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |      |  | Reviews  |                                            |                                         |                 |   |                                            |                                         |                 |           |  |  |           |
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| <b>Strategy 1:</b> Students will achieve ENGLISH LANGUAGE PROFICIENCY through meaningful learning experiences, language rich instruction, and interventions to improve academic performance and close achievement gaps.<br><b>Strategy's Expected Result/Impact:</b> English Language Acquisition<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Incorporate personalized digital platforms</td><td>Campus Principals Instructional Coaches</td><td>09/2025-05/2026</td></tr></table><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1<br><b>Funding Sources:</b> IXL - 211 ESSA Title I, Part A - 211 - \$14,354, IReady - 410 IMA Funds - \$8,160 |     |      |  | Action # | Actions for Implementation                 | Person(s) Responsible                   | Timeline        | 1 | Incorporate personalized digital platforms | Campus Principals Instructional Coaches | 09/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |      |  | Action # | Actions for Implementation                 | Person(s) Responsible                   | Timeline        |   |                                            |                                         |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |      |  | 1        | Incorporate personalized digital platforms | Campus Principals Instructional Coaches | 09/2025-05/2026 |   |                                            |                                         |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Feb | June |  |          |                                            |                                         |                 |   |                                            |                                         |                 |           |  |  |           |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                           |                                         |                 | Reviews  |                                            |                                         |                 |   |                                            |                                         |                 |   |                                                           |                                         |                 |           |  |  |           |
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| <b>Strategy 2: EMERGENT BILINGUAL - BILINGUAL INSTRUCTION</b> will be provided for elementary grades including support programs and instructional materials/resources.<br><br><b>Strategy's Expected Result/Impact:</b> LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Incorporate personalized digital platforms</td><td>Campus Principals Instructional Coaches</td><td>09/2025-05/2026</td></tr><tr><td>2</td><td>Integrate scaffolds, resources, and enrichment activities</td><td>Campus Principals Instructional Coaches</td><td>09/2025-05/2026</td></tr></table><br><b>Results Driven Accountability</b><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1<br><b>Funding Sources:</b> IReady - 410 IMA Funds - \$8,160, IXL - 211 ESSA Title I, Part A - 211 - \$14,354 |                                                           |                                         |                 | Action # | Actions for Implementation                 | Person(s) Responsible                   | Timeline        | 1 | Incorporate personalized digital platforms | Campus Principals Instructional Coaches | 09/2025-05/2026 | 2 | Integrate scaffolds, resources, and enrichment activities | Campus Principals Instructional Coaches | 09/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                           |                                         |                 | Action # | Actions for Implementation                 | Person(s) Responsible                   | Timeline        |   |                                            |                                         |                 |   |                                                           |                                         |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                           |                                         |                 | 1        | Incorporate personalized digital platforms | Campus Principals Instructional Coaches | 09/2025-05/2026 |   |                                            |                                         |                 |   |                                                           |                                         |                 |           |  |  |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Integrate scaffolds, resources, and enrichment activities | Campus Principals Instructional Coaches | 09/2025-05/2026 |          |                                            |                                         |                 |   |                                            |                                         |                 |   |                                                           |                                         |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Feb                                                       | June                                    |                 |          |                                            |                                         |                 |   |                                            |                                         |                 |   |                                                           |                                         |                 |           |  |  |           |
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 No Progress

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Performance Objective 3 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Problem Statement 2:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year. The student group (Hispanic, African American) underperformed other student groups. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> Lack of teacher experience supporting specific sub population groups.                                                                              |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups. |

**Goal 1: STUDENT ACHIEVEMENT:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level.

**Performance Objective 4:** Readily and strategically infuse TECHNOLOGY in teaching and learning to improve outcomes for all students.

**Evaluation Data Sources:** Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |      |  | Reviews  |                                                                            |                       |                 |   |                                                                            |                  |                 |           |  |  |           |
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| <b>Strategy 1: NETWORK SAFETY:</b><br>Technology staff will evaluate and ensure safeguards are in place to prevent and detect threats to the system.<br><b>Strategy's Expected Result/Impact:</b> Cybersecurity Awareness and Prevention<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Ensure campus-level staff receive training on cybersecurity best practices</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table><br><b>Problem Statements:</b> Student Learning 1 |     |      |  | Action # | Actions for Implementation                                                 | Person(s) Responsible | Timeline        | 1 | Ensure campus-level staff receive training on cybersecurity best practices | Campus Principal | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  | Action # | Actions for Implementation                                                 | Person(s) Responsible | Timeline        |   |                                                                            |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  | 1        | Ensure campus-level staff receive training on cybersecurity best practices | Campus Principal      | 08/2025-05/2026 |   |                                                                            |                  |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Feb | June |  |          |                                                                            |                       |                 |   |                                                                            |                  |                 |           |  |  |           |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |      |  | Reviews  |                                                                            |                       |                 |   |                                                                            |                  |                 |           |  |  |           |
| <b>Strategy 2: CLASSROOM TECHNOLOGY:</b><br>Ensure classroom computers and other technology instructional needs are operational.<br><b>Strategy's Expected Result/Impact:</b> Instructional technology use in classrooms.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Collaborate with district technology staff to monitor and evaluate</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table>                                                                         |     |      |  | Action # | Actions for Implementation                                                 | Person(s) Responsible | Timeline        | 1 | Collaborate with district technology staff to monitor and evaluate         | Campus Principal | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  | Action # | Actions for Implementation                                                 | Person(s) Responsible | Timeline        |   |                                                                            |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  | 1        | Collaborate with district technology staff to monitor and evaluate         | Campus Principal      | 08/2025-05/2026 |   |                                                                            |                  |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Feb | June |  |          |                                                                            |                       |                 |   |                                                                            |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  |          |                                                                            |                       |                 |   |                                                                            |                  |                 |           |  |  |           |
| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |      |  |          |                                                                            |                       |                 |   |                                                                            |                  |                 |           |  |  |           |

**Performance Objective 4 Problem Statements:**

Student Learning

**Problem Statement 1:** Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). **Root Cause:** The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups.

**Goal 2: SCHOOL CULTURE:**

Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

**Performance Objective 1:** Increase student attendance and decrease student referrals and student behaviors warranting suspension or alternate settings .

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                             |                                |                 | Reviews   |     |      |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|-----------|-----|------|-----------|
| <b>Strategy 1:</b> Monitor and provide resources to address DISCIPLINE & BEHAVIOR, STUDENT PLACEMENTS, ATTENDANCE, and conduct HOME-VISITS.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                                                                                    |                                                                                                                                                             |                                |                 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                             |                                |                 | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                             |                                |                 |           |     |      |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Actions for Implementation                                                                                                                                  | Person(s) Responsible          | Timeline        |           |     |      |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monitor discipline data regularly, disaggregated by subgroup, to identify trends and address disproportionate practices.                                    | Campus Principals<br>Counselor | 08/2025-05/2026 |           |     |      |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Collaborate with counselors, interventionists, and special program staff (SPED, 504, Dyslexia, EL) to provide appropriate supports for identified students. | Campus Principals              | 08/2025-05/2026 |           |     |      |           |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Partner with teachers, attendance clerks, and family engagement staff to communicate attendance expectations to families.                                   | Campus Principals<br>Counselor | 08/2025-05/2026 |           |     |      |           |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Recognize and celebrate improved attendance at the classroom and student level.                                                                             | Campus Principals<br>Counselor | 08/2025-05/2026 |           |     |      |           |
| <b>Problem Statements:</b> Student Learning 1                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                             |                                |                 |           |     |      |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                                                                                                                                                             |                                |                 |           |     |      |           |

**Performance Objective 1 Problem Statements:**

Student Learning

**Problem Statement 1:** Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). **Root Cause:** The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups.

**Goal 2: SCHOOL CULTURE:**

Create safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

**Performance Objective 2:** Increase social-emotional supports

**Evaluation Data Sources:** Teacher Retention Rate, Discipline Rates, Attendance Rates

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  | Reviews   |     |      |           |
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| <b>Strategy 1:</b> Provide TARGETED SUPPORT and support COUNSELING , SOCIAL SERVICES, GUIDANCE LESSONS, and TRAININGS to support students' social, emotional and academic well-being of student and implement a comprehensive school counseling program to address student SEL needs.<br><br>This may include targeted supports and personnel (psychologist, behavior specialists, mental health provider/programs, specialized instructional support services, etc.) to meet student/staff needs and trainings in a) social/emotional learning (b) trauma informed care policies, (c) crisis intervention, (d) drug education, (e) dating violence, (f) sexual abuse, (g) sex trafficking, (h) other maltreatment of children, (i) cultural proficiency, (j) healthy student relationships (k) cybersecurity (l) suicide prevention including parental or guardian notification procedures; (m) conflict resolution programs. (n) violence prevention programs, (o) dyslexia treatment programs; (p) accelerated instruction (q) drop out reduction, (r) homeless services<br><br><b>Strategy's Expected Result/Impact:</b> Awareness of student needs and knowledge of how to respond<br>Teacher capacity to assist student needs increases<br>Decreased disciplinary referrals; Increased student attendance<br><b>Staff Responsible for Monitoring:</b> Campus Principal |  |  |  | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  | Nov       | Feb | June |           |
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| Action # | Actions for Implementation                                                                                                                                 | Person(s) Responsible         | Timeline        |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|
| 1        | Deliver guidance lessons aligned to the ASCA (American School Counselor Association) model to address academic, career, and social/emotional domains.      | Campus Principal<br>Counselor | 08/2025-05/2026 |
| 2        | Ensure access to specialized staff including school counselors, social workers, licensed psychologists, behavior specialists, and mental health providers. | Campus Principal<br>Counselor | 08/2025-05/2026 |

**Problem Statements:** Student Learning 1

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |      |  | Reviews  |                                                                                                                           |                       |                 |   |                                                                                                                           |                  |                 |           |  |  |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|--|----------|---------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|---|---------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-----------|--|--|-----------|
| <b>Strategy 2:</b> Provide COORDINATED SCHOOL HEALTH SERVICES, activities, and evaluations including required PHYSICAL ACTIVITIES [TEC 11.253(d)(10)] and provide a universal FEEDING PROGRAM in partnership with the SHAC.<br><br><b>Strategy's Expected Result/Impact:</b> Addressing needs of whole child: social, emotional, physical<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Monitor for compliance, coordinate with SHAC, ensure student participation, and use data to evaluate and improve services</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table><br><b>Problem Statements:</b> Student Learning 1 |     |      |  | Action # | Actions for Implementation                                                                                                | Person(s) Responsible | Timeline        | 1 | Monitor for compliance, coordinate with SHAC, ensure student participation, and use data to evaluate and improve services | Campus Principal | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  | Action # | Actions for Implementation                                                                                                | Person(s) Responsible | Timeline        |   |                                                                                                                           |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  | 1        | Monitor for compliance, coordinate with SHAC, ensure student participation, and use data to evaluate and improve services | Campus Principal      | 08/2025-05/2026 |   |                                                                                                                           |                  |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Feb | June |  |          |                                                                                                                           |                       |                 |   |                                                                                                                           |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  |          |                                                                                                                           |                       |                 |   |                                                                                                                           |                  |                 |           |  |  |           |

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups. |

**Goal 3: HUMAN CAPITAL AND RESOURCES:**

Develop the capacity of every teacher and staff members to deliver rigorous, enriching learning experiences to every student and ensure safety of all.

**Performance Objective 1:** RECRUIT and RETAIN sufficient PERSONNEL to provide effective leadership, teaching, custodial, maintenance, nutrition, special services and other positions instrumental to the effective operation of the district.

**Evaluation Data Sources:** Employee Roster  
Turnover Rate

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  | Reviews   |     |      |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|-----------|-----|------|-----------|
| <b>Strategy 1:</b> Attend and host RECRUITING EVENTS such as JOB FAIRS, and implement supports to RECRUIT, SUPPORT, AND RETAIN and DEVELOP excellent and Fully Certified and Highly Qualified Principals, Teachers, and Staff (food service, custodial, bus drivers, paraprofessionals, etc.) and Significantly increase SOCIAL MEDIA BRANDING and recruitment strategies and redirect budgets toward this end.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher quality and recruit diverse staff<br><b>Staff Responsible for Monitoring:</b> Campus Principals |  |  |  | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |           |     |      |           |

| Action # | Actions for Implementation                                                                                | Person(s) Responsible                      | Timeline        |
|----------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------|
| 1        | Actively participate in local job fairs to promote the campus and district.                               | Campus Principals                          | 08/2025-05/2026 |
| 2        | Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention. | Campus Principals<br>Instructional Coaches | 08/2025-05/2026 |

**TEA Priorities:**  
Recruit, support, retain teachers and principals  
**Problem Statements:** Student Learning 1

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |      |  | Reviews   |                                                                                                                 |                                            |                 |   |                                                                                                                 |                                            |                 |           |  |  |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|--|-----------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------|---|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------|-----------|--|--|-----------|
| <b>Strategy 2: ONBOARDING PROGRAM:</b><br>Provide meaningful orientation and specialized supports and resources for new employees.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.</td><td>Campus Principals<br/>Instructional Coaches</td><td>08/2025-05/2026</td></tr></table><br><b>Problem Statements:</b> Student Learning 1<br><b>Funding Sources:</b> TNTP - 255 ESSA Title II, Part A TPTR - 255 - \$16,333.98 |     |      |  | Action #  | Actions for Implementation                                                                                      | Person(s) Responsible                      | Timeline        | 1 | Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.       | Campus Principals<br>Instructional Coaches | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |      |  | Action #  | Actions for Implementation                                                                                      | Person(s) Responsible                      | Timeline        |   |                                                                                                                 |                                            |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |      |  | 1         | Provide mentorship and coaching for new teachers and staff to ensure successful onboarding and retention.       | Campus Principals<br>Instructional Coaches | 08/2025-05/2026 |   |                                                                                                                 |                                            |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Feb | June |  |           |                                                                                                                 |                                            |                 |   |                                                                                                                 |                                            |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |      |  |           |                                                                                                                 |                                            |                 |   |                                                                                                                 |                                            |                 |           |  |  |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |      |  | Reviews   |                                                                                                                 |                                            |                 |   |                                                                                                                 |                                            |                 |           |  |  |           |
| <b>Strategy 3:</b> Increase RETENTION RATE of employees and decrease TEACHER TURNOVER rate reflect state average.<br><b>Strategy's Expected Result/Impact:</b> Stability of teaching staff and decreased expense of training<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide meaningful professional development and career growth opportunities aligned to teacher and staff needs.</td><td></td><td></td></tr></table><br><b>Problem Statements:</b> Student Learning 1                                                |     |      |  | Action #  | Actions for Implementation                                                                                      | Person(s) Responsible                      | Timeline        | 1 | Provide meaningful professional development and career growth opportunities aligned to teacher and staff needs. |                                            |                 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |      |  | Action #  | Actions for Implementation                                                                                      | Person(s) Responsible                      | Timeline        |   |                                                                                                                 |                                            |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |      |  | 1         | Provide meaningful professional development and career growth opportunities aligned to teacher and staff needs. |                                            |                 |   |                                                                                                                 |                                            |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Feb | June |  |           |                                                                                                                 |                                            |                 |   |                                                                                                                 |                                            |                 |           |  |  |           |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |      |  | Reviews   |                                                                                                                 |                                            |                 |   |                                                                                                                 |                                            |                 |           |  |  |           |
| <b>Strategy 4:</b> Maintain district status as a DISTRICT OF INNOVATION with the Texas Education Agency.<br><b>Strategy's Expected Result/Impact:</b> Local Board control over district calendar and other Board approved topics<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                                                                                                                                                                                                                         |     |      |  | Formative |                                                                                                                 |                                            | Summative       |   |                                                                                                                 |                                            |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |      |  | Nov       | Feb                                                                                                             | June                                       |                 |   |                                                                                                                 |                                            |                 |           |  |  |           |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |      |  |           |                                                                                                                 |                                            |                 |   |                                                                                                                 |                                            |                 |           |  |  |           |

### Performance Objective 1 Problem Statements:

Student Learning

**Problem Statement 1:** Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). **Root Cause:** The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups.

**Goal 4: ORGANIZATIONAL EFFICIENCY:** Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

**Performance Objective 1: FINANCIAL STABILITY**  
Propose a budget that promotes fiscal responsibility and supports instructional growth.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                          |                  |                 | Reviews  |                                                                                                                                                                        |                       |                 |   |                                                                                                                                                                        |                  |                 |   |                                                          |                  |                 |           |  |  |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------|-----------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|---|----------------------------------------------------------|------------------|-----------------|-----------|--|--|-----------|
| <b>Strategy 1: PEIMS:</b><br>Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.<br><b>Staff Responsible for Monitoring:</b> Campus Principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Ensure all campus staff responsible for PEIMS entry (attendance clerks, registrars, counselors, etc.) receive annual training on state and district coding procedures.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr><tr><td>2</td><td>Participate in district-led PEIMS trainings and updates.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table> |                                                          |                  |                 | Action # | Actions for Implementation                                                                                                                                             | Person(s) Responsible | Timeline        | 1 | Ensure all campus staff responsible for PEIMS entry (attendance clerks, registrars, counselors, etc.) receive annual training on state and district coding procedures. | Campus Principal | 08/2025-05/2026 | 2 | Participate in district-led PEIMS trainings and updates. | Campus Principal | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          |                  |                 | Action # | Actions for Implementation                                                                                                                                             | Person(s) Responsible | Timeline        |   |                                                                                                                                                                        |                  |                 |   |                                                          |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          |                  |                 | 1        | Ensure all campus staff responsible for PEIMS entry (attendance clerks, registrars, counselors, etc.) receive annual training on state and district coding procedures. | Campus Principal      | 08/2025-05/2026 |   |                                                                                                                                                                        |                  |                 |   |                                                          |                  |                 |           |  |  |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Participate in district-led PEIMS trainings and updates. | Campus Principal | 08/2025-05/2026 |          |                                                                                                                                                                        |                       |                 |   |                                                                                                                                                                        |                  |                 |   |                                                          |                  |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Feb                                                      | June             |                 |          |                                                                                                                                                                        |                       |                 |   |                                                                                                                                                                        |                  |                 |   |                                                          |                  |                 |           |  |  |           |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                          |                  |                 |          |                                                                                                                                                                        |                       |                 |   |                                                                                                                                                                        |                  |                 |   |                                                          |                  |                 |           |  |  |           |

**Goal 4: ORGANIZATIONAL EFFICIENCY:** Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

**Performance Objective 2: CAPITAL IMPROVEMENTS**  
Develop a long-term facilities plan to address future growth and facility improvement needs.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |      |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|------|-----------|
| <b>Strategy 1: BUILDING &amp; PROPERTY MAINTENANCE:</b><br>Prioritize items at critical failure and utilize alternate resources to address most critical needs identified in the facility assessment.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                   | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |     |      |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |      |           |

**Goal 4: ORGANIZATIONAL EFFICIENCY:** Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

**Performance Objective 3: SAFETY & SECURITY**

Training and emergency management preparation will be provided to assure the safety and security of every student and staff member in the District, and of all stakeholders on District premises.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                             |                       |                 | Reviews   |     |      |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|-----------|-----|------|-----------|
| <b>Strategy 1: TRAINING &amp; EMERGENCY RESPONSE PLANS</b><br>Improve safety and security training for campus personnel related to intruders, active shooters, and other pertinent areas impacting student/staff safety.<br>This will include training campus administrators to handle their unique campus emergency response plans, account for student mental health and emotional issues , and use anti-bullying training and protocols.<br><b>Staff Responsible for Monitoring:</b> Campus Principal |                                                                                                                                                             |                       |                 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                             |                       |                 | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                             |                       |                 |           |     |      |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Actions for Implementation                                                                                                                                  | Person(s) Responsible | Timeline        |           |     |      |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Ensure all staff complete annual safety and security training, including intruder and active shooter drills, lockdown procedures, and evacuation protocols. | Campus Principal      | 08/2025-05/2026 |           |     |      |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Conduct regular campus safety drills in compliance with state requirements and evaluate effectiveness through debrief sessions.                             | Campus Principal      | 08/2025-05/2026 |           |     |      |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                             |                       |                 | Reviews   |     |      |           |
| <b>Strategy 2: EMERGENCY OPERATIONS:</b><br>District Emergency Operations Procedures Team will conduct audits, address recommendations, and update EOP as needed.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                                                                                                           |                                                                                                                                                             |                       |                 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                             |                       |                 | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                             |                       |                 |           |     |      |           |
| <div><div><div></div><div>No Progress</div></div><div><div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                             |                       |                 |           |     |      |           |

**Goal 4: ORGANIZATIONAL EFFICIENCY:** Develop a resource allocation plan and long-term facilities plan that supports and maintains the financial stability of the district, is aligned with identified priorities, addresses future growth and facility improvement needs, and represents being good stewards of taxpayer funds.

**Performance Objective 4: COMPLIANCE**  
District will maintain compliance with all state and federal guidelines.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                    |                       |                 | Reviews   |     |      |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|-----------|-----|------|-----------|
| <b>Strategy 1:</b> Monitor state, federal and special programs to ensure compliance.<br><b>Staff Responsible for Monitoring:</b> Campus Principal                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                    |                       |                 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                    |                       |                 | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                    |                       |                 |           |     |      |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                                                             | Actions for Implementation                                                                                                                                                         | Person(s) Responsible | Timeline        |           |     |      |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Monitor the implementation of state, federal, and special programs (Title I, II, III, IV, SPED, 504, Dyslexia, CTE, etc.) to verify alignment with federal and state requirements. | Campus Principal      | 08/2025-05/2026 |           |     |      |           |
| <b>Problem Statements:</b> Student Learning 1                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                    |                       |                 |           |     |      |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |                                                                                                                                                                                    |                       |                 |           |     |      |           |

**Performance Objective 4 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Problem Statement 1:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups. |

**Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH:** Elevate district pride by strengthening partnerships with families, community, and the business community.

**Performance Objective 1: COMMUNICATION MEDIUMS -**  
The campus will utilize multiple mediums to ensure effective communication to all stakeholders.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                  |                   |                 | Reviews  |                                                                                                                                |                       |                 |   |                                                                                                                                |                   |                 |   |                                                                                                                                  |                   |                 |           |  |  |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|----------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|---|--------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|---|----------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|-----------|--|--|-----------|
| <b>Strategy 1: COMMUNICATION MEDIUMS:</b><br>District will use websites, website applications, social media, e-newsletters, REMIND messages, parent portal, target mailers, billboards and other outlets to keep parents informed.<br><br><b>Strategy's Expected Result/Impact:</b> Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Ensure campus information is updated regularly on the district and campus websites, parent portals, and social media accounts.</td><td>Campus Principals</td><td>08/2025-05/2026</td></tr><tr><td>2</td><td>Provide communication in families' home languages and in multiple formats (digital, print, in-person) to reach all stakeholders.</td><td>Campus Principals</td><td>08/2025-05/2026</td></tr></table><br><b>Problem Statements:</b> Student Learning 1 - Perceptions 1<br><b>Funding Sources:</b> Remind - 211 ESSA Title I, Part A - 211 - \$1,916 |                                                                                                                                  |                   |                 | Action # | Actions for Implementation                                                                                                     | Person(s) Responsible | Timeline        | 1 | Ensure campus information is updated regularly on the district and campus websites, parent portals, and social media accounts. | Campus Principals | 08/2025-05/2026 | 2 | Provide communication in families' home languages and in multiple formats (digital, print, in-person) to reach all stakeholders. | Campus Principals | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                  |                   |                 | Action # | Actions for Implementation                                                                                                     | Person(s) Responsible | Timeline        |   |                                                                                                                                |                   |                 |   |                                                                                                                                  |                   |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                  |                   |                 | 1        | Ensure campus information is updated regularly on the district and campus websites, parent portals, and social media accounts. | Campus Principals     | 08/2025-05/2026 |   |                                                                                                                                |                   |                 |   |                                                                                                                                  |                   |                 |           |  |  |           |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Provide communication in families' home languages and in multiple formats (digital, print, in-person) to reach all stakeholders. | Campus Principals | 08/2025-05/2026 |          |                                                                                                                                |                       |                 |   |                                                                                                                                |                   |                 |   |                                                                                                                                  |                   |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Feb                                                                                                                              | June              |                 |          |                                                                                                                                |                       |                 |   |                                                                                                                                |                   |                 |   |                                                                                                                                  |                   |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                  |                   |                 |          |                                                                                                                                |                       |                 |   |                                                                                                                                |                   |                 |   |                                                                                                                                  |                   |                 |           |  |  |           |

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> Percent of parent involvement in students' academics. <b>Root Cause:</b> Lack of opportunities to educate parents with today's education expectations.                                                                                                                                                                                                                                                                                                                |

**Goal 5: COMMUNITY ENGAGEMENT AND OUTREACH:** Elevate district pride by strengthening partnerships with families, community, and the business community.

**Performance Objective 2: COMMUNITY & FAMILY ENGAGEMENT**

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |      |  | Reviews  |                                                                                                            |                       |                 |   |                                                                                                            |                  |                 |           |  |  |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|--|----------|------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|---|------------------------------------------------------------------------------------------------------------|------------------|-----------------|-----------|--|--|-----------|
| <b>Strategy 1: OUTREACH:</b><br>Provide district-wide outreach program for parents to help build connections and capacity<br><b>Strategy's Expected Result/Impact:</b> EOY parental survey will show that parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table><br><b>Problem Statements:</b> Student Learning 1 - Perceptions 1<br><b>Funding Sources:</b> Remind - 211 ESSA Title I, Part A - 211 - \$1,916 |     |      |  | Action # | Actions for Implementation                                                                                 | Person(s) Responsible | Timeline        | 1 | Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates. | Campus Principal | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  | Action # | Actions for Implementation                                                                                 | Person(s) Responsible | Timeline        |   |                                                                                                            |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  | 1        | Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates. | Campus Principal      | 08/2025-05/2026 |   |                                                                                                            |                  |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Feb | June |  |          |                                                                                                            |                       |                 |   |                                                                                                            |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |      |  |          |                                                                                                            |                       |                 |   |                                                                                                            |                  |                 |           |  |  |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |      |  | Reviews  |                                                                                                 |                       |                 |   |                                                                                                 |                  |                 |           |  |  |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|--|----------|-------------------------------------------------------------------------------------------------|-----------------------|-----------------|---|-------------------------------------------------------------------------------------------------|------------------|-----------------|-----------|--|--|-----------|
| <b>Strategy 2: ACCESS:</b><br>District will provide opportunities for parents to access campuses for events including volunteer training and special event programs (Veteran's Day, Cultural Days, Hall of Fame, Dudes at the Door, etc.) .<br><b>Strategy's Expected Result/Impact:</b> Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.<br><b>Staff Responsible for Monitoring:</b> Campus Principal<br><table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Use Remind messages, e-newsletters, and targeted mailers to share timely updates with families.</td><td>Campus Principal</td><td>08/2025-05/2026</td></tr></table><br><b>Funding Sources:</b> Remind - 211 ESSA Title I, Part A - 211 - \$1,916 |     |      |  | Action # | Actions for Implementation                                                                      | Person(s) Responsible | Timeline        | 1 | Use Remind messages, e-newsletters, and targeted mailers to share timely updates with families. | Campus Principal | 08/2025-05/2026 | Formative |  |  | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |      |  | Action # | Actions for Implementation                                                                      | Person(s) Responsible | Timeline        |   |                                                                                                 |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |      |  | 1        | Use Remind messages, e-newsletters, and targeted mailers to share timely updates with families. | Campus Principal      | 08/2025-05/2026 |   |                                                                                                 |                  |                 |           |  |  |           |
| Nov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Feb | June |  |          |                                                                                                 |                       |                 |   |                                                                                                 |                  |                 |           |  |  |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |      |  |          |                                                                                                 |                       |                 |   |                                                                                                 |                  |                 |           |  |  |           |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                     |                       |                 | Reviews   |     |      |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|-----------|-----|------|-----------|
| <b>Strategy 3: PARENT &amp; FAMILY ENGAGEMENT POLICY:</b><br>The district will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.<br><b>Strategy's Expected Result/Impact:</b> Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy.<br><b>Staff Responsible for Monitoring:</b> Campus Principal |                                                                                                                     |                       |                 | Formative |     |      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                     |                       |                 | Nov       | Feb | June |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                     |                       |                 |           |     |      |           |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Actions for Implementation                                                                                          | Person(s) Responsible | Timeline        |           |     |      |           |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Provide families with the written Parent and Family Engagement Policy annually at the beginning of the school year. | Campus Principal      | 08/2025-10/2025 |           |     |      |           |
| Problem Statements: Student Learning 1 - Perceptions 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                     |                       |                 |           |     |      |           |

| Strategy 4 Details                                                                                                                                                                         |                                                                                                           |                       |                 | Reviews   |     |      |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------|-----------------|-----------|-----|------|-----------|
| <b>Strategy 4: VOLUNTEERS &amp; PARTNERSHIPS:</b><br>TISD will increase the number of volunteers and community partnerships .<br><b>Staff Responsible for Monitoring:</b> Campus Principal |                                                                                                           |                       |                 | Formative |     |      | Summative |
|                                                                                                                                                                                            |                                                                                                           |                       |                 | Nov       | Feb | June |           |
|                                                                                                                                                                                            |                                                                                                           |                       |                 |           |     |      |           |
| Action #                                                                                                                                                                                   | Actions for Implementation                                                                                | Person(s) Responsible | Timeline        |           |     |      |           |
| 1                                                                                                                                                                                          | Provide consistent communication regarding academic events, testing, extracurriculars, and safety updates | Campus Principal      | 08/2025-05/2026 |           |     |      |           |
| Problem Statements: Perceptions 1                                                                                                                                                          |                                                                                                           |                       |                 |           |     |      |           |
| Funding Sources: Remind - 211 ESSA Title I, Part A - 211 - \$1,916                                                                                                                         |                                                                                                           |                       |                 |           |     |      |           |

No Progress

Accomplished

Continue/Modify

Discontinue

## Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Problem Statement 1:</b> Campus did not meet all performance objectives targeted for the 2024-2025 school year in the area of student academic achievement. There is a need to address specific academic needs of all student groups (EL, GT, SPED, ECO-DIS, and all ethnicity). <b>Root Cause:</b> The need to strengthen Tier 1 instruction and clear alignment to the curriculum. Depth of teacher content knowledge. Lack of teacher experience supporting specific sub population groups. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> Percent of parent involvement in students' academics. <b>Root Cause:</b> Lack of opportunities to educate parents with today's education expectations.                                                                                                                                                                                                                                                                                                                |

# Title I Personnel

| <u>Name</u>       | <u>Position</u>     | <u>Program</u> | <u>FTE</u> |
|-------------------|---------------------|----------------|------------|
| Hannah Garcia     | Instructional Coach |                | 1          |
| Marla Laudan      | STEM Teacher        |                | 1          |
| Tanisha Davenport | Insructional Coach  |                | 1          |