

**Midway Independent School District**  
**Chapel Park Elementary School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

Chapel Park Elementary promotes achievement levels that reflect high expectations, positive attitudes, teamwork, and respect for all differences. Nurtured by staff, parents, and the community, students experience a well-balanced curriculum and a challenging learning environment. Parent involvement is valued as an avenue to ensure student success and a sense of community.

## Vision

At Chapel Park Elementary, the sky is the limit for kids because they are encouraged to live their best lives. CPE is a safe learning environment which celebrates diversity, inclusion, and excellence. Focusing on the social-emotional and academic needs of every child ensures our students are well-rounded, respectful, and future-ready.

## Value Statement

We believe in providing data-driven, high quality instruction for every child.

We believe student growth occurs when students, teachers, and families work together.

We believe all students are capable of achieving growth towards meeting standards.

We believe all students need to feel safe, respected, cared for and supported in their learning environment.

We believe every child should have a voice, feel valued, and feel connected to their school community.

We believe every child should experience joy and success every day.

We believe every child should have opportunities to be creative in their learning.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

### Chapel Park Elementary Needs Assessment Overview

Chapel Park Elementary continues to demonstrate a strong commitment to academic excellence, student empowerment, and inclusive community engagement. The 2024–2025 Needs Assessment reflects an in-depth analysis of data from STAAR, NWEA MAP, LION Math, MRA, TASB, and campus-based assessments to identify current strengths, areas for growth, and strategic focus areas for improvement.

### Demographics

Chapel Park serves a diverse student body of approximately 500 students in grades PK3–5, with 42% classified as economically disadvantaged. The campus includes a wide range of special populations, such as students receiving special education (16.2%), English learners (7.0%), gifted and talented (7.6%), and those served through Section 504 (7.0%). Chronic absenteeism stands at 10%, and the average daily attendance rate is 96%.

### Student Learning

In 2024–2025, Chapel Park earned an overall **score of 91** and maintained an **“A” rating** from the Texas Education Agency. The school saw notable improvement in Domain 2A (Academic Growth), increasing from 75% to **83.3%**, while Domain 3 was impacted by a drop in English Language Proficiency scores (from 100% to 50%).

- **STAAR Highlights:**

- 85% Approaches | 66% Meets | 33% Masters overall
- Reading Masters grew to **45%**, with consistent strength across grades.
- Science (Grade 5) dropped to 59% Approaches, 33% Meets, 18% Masters, indicating a need for instructional intervention.

- **NWEA MAP:**

- Spring Reading median percentile: **66%**
- Median growth percentile: **66%** overall; lower in Grade 5 (46%)

- **LION Math (K–5):**

- Strong start, but mid-year regression noted in Expedition 3.
- 2nd and 5th grades require focused math support based on universal screening results.

- **Retention:** Campus retention rate remains low at 1.87%, though kindergarten retention increased to 6.02%, pointing to potential early literacy or readiness gaps.

## School Processes & Programs

The campus utilizes data-driven PLCs, WIN time interventions, HB1416 accelerated instruction, and a vertically aligned RTI process to address academic and behavioral needs. The implementation of **Leader in Me Year 2** and continued use of **Character Strong** bolster social-emotional learning and leadership development. Staff are empowered through teacher-led PD, grant writing, and ownership of data to drive improvement.

Notable achievements include:

- UIL and Archery program growth (13th in State Finish, Year 1)
- Launch of Student Leadership roles: Junior Lighthouse, Safety Patrol, Library Helpers, Student Philanthropy
- Visible student recognition through daily announcements and digital signage

## Perceptions

MRA and TASB survey data reflect a **positive and growing school culture**:

- **Student Empowerment** rose from 77 to 81
- **Instructional Efficacy** increased from 78 to 82
- **Staff collective efficacy** remained strong at 82
- 97% of staff report pride in working for Midway ISD

Parent involvement is at an all-time high, with strong PTA engagement, increased attendance at campus events, and effective use of communication platforms. Student-led conferences, showcase nights, and leadership opportunities promote ownership and agency at every level.

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## Conclusion

Chapel Park Elementary continues to “Lead the Way” through intentional leadership development, targeted academic support, and a thriving campus culture. The campus has maintained high achievement while identifying critical areas for instructional alignment, science improvement, and multilingual learner support. With a dedicated staff, engaged families, and student voice at the center, Chapel Park is well-positioned for sustained growth and continued excellence in 2025 and beyond.

# Demographics

## Demographics Summary

### Chapel Park Elementary School Overview

Chapel Park Elementary is part of Midway Independent School District (ISD), serving students from Early Education (PK3) through 5th grade. One of eight elementary campuses in the district, Chapel Park offers a variety of programs designed to meet diverse learner needs, including Emergent Bilingual (EB), Gifted and Talented (GT), Special Education (SPED), Dyslexia intervention, Speech Therapy, Resource support, Academic Development Class (ADC), and Early Childhood Special Education (ECSE). The campus operates as a Title I schoolwide program, with 42% of students classified as economically disadvantaged.

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#### Student Population (2024–2025 PEIMS Data)

**Total Enrollment:** 532 students

**Grade Distribution:**

- Early Education (PK3): 8 (1.50%)
- Pre-Kindergarten: 43 (8.08%)
- Kindergarten: 83 (15.60%)
- 1st Grade: 69 (12.97%)
- 2nd Grade: 91 (17.11%)
- 3rd Grade: 80 (15.04%)
- 4th Grade: 69 (12.97%)
- 5th Grade: 89 (16.73%)

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#### Student Demographics

**Gender:**

- Female: 264 (49.62%)
- Male: 268 (50.38%)

**Ethnicity:**

- White: 263 (49.44%)
  - Hispanic-Latino: 162 (30.45%)
  - Black or African American: 41 (7.71%)
  - Two or More Races: 44 (8.27%)
  - Asian: 20 (3.76%)
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## Student Programs & Services

- Special Education (SPED): 114 (21.43%)
  - Gifted and Talented (GT): 40 (7.52%)
  - Dyslexia Services: 39 (7.33%)
  - Section 504: 30 (5.64%)
  - Emergent Bilingual (EB): 33 (6.20%)
  - English as a Second Language (ESL): 32 (6.01%)
  - At-Risk: 157 (29.51%)
  - Military-Connected: 45 (8.46%)
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## Attendance

- Average Daily Attendance Rate: Not provided for 2024–2025 (previous year: 96%)
  - Chronic Absenteeism: Not yet reported
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## Staff Composition

- Teachers: 38 (49.35%)
- Administrative Support: 21 (27.27%)
- Educational Aides: 18 (23.38%)

*Will update demographics to 2025-2026 after snapshot day this fall.*



## Demographics Strengths

Chapel Park Elementary boasts several demographic strengths that contribute to a robust and dynamic learning environment:

### Diverse Student Body:

- The school's diverse racial and ethnic composition, with significant representation from White (51.60%), Hispanic-Latino (28.00%), and Black-African American (9.80%) communities, enriches the cultural experiences and perspectives of all students.

### Balanced Gender Distribution:

- With a nearly equal gender distribution (51.80% female and 48.20% male), the school provides a balanced environment that supports the needs and contributions of both genders equally.

### Strong Special Programs Participation:

- A significant percentage of students participate in specialized programs such as Special Education (16.20%), Gifted and Talented (7.60%), and Bilingual/ESL (7.00%), indicating a tailored approach to meet diverse learning needs and enhance academic growth.

### High Attendance Rates:

- The school maintains an impressive average daily attendance rate of 96%, reflecting a strong commitment to regular school attendance and indicating a high level of student engagement and parental support.

### Low Discipline Incidents:

- Discipline incidents are well-managed, with percentages consistently below the 5% goal. This low rate of discipline issues suggests a positive school climate and effective behavior management strategies.

### Strong Staff Support:

- The presence of 38 dedicated teachers, 22 administrative support members, and 18 educational aides ensures a supportive and nurturing educational environment, allowing for personalized attention and effective student-teacher ratios.

### Economic Diversity:

- With 42% of students classified as economically disadvantaged, the school demonstrates a commitment to supporting students from varied economic backgrounds, fostering an inclusive community.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The percentage of students identified as Emergent Bilingual (6.2%) and ESL (6.0%) does not align with the academic performance data, suggesting a potential gap in language acquisition support.

**Root Cause:** Instructional practices may not be consistently scaffolded or linguistically accommodated across content areas. Limited targeted professional development for general education teachers on sheltered instruction or ELPS integration.

**Problem Statement 2:** Economically disadvantaged students make up 42% of the student body, yet academic gaps remain between this group and their peers, particularly in literacy and writing performance.

**Root Cause:** Students from low-income households may have limited access to enrichment opportunities and foundational academic experiences. Differentiated supports (e.g., tutoring, small group, SEL) may not be systematically implemented or aligned to data.

**Problem Statement 3:** Students identified as Black/African American (8%) and Hispanic (30%) are underrepresented in Gifted and Talented services (8% total campus-wide).

**Root Cause:** Screening practices may unintentionally favor dominant cultural or linguistic norms, leading to under-identification of giftedness in diverse populations. Limited staff training in recognizing non-traditional indicators of giftedness, especially in bilingual or low-income students.

**Problem Statement 4:** There is a significant overrepresentation of students in Special Education (21%) compared to state and district averages.

**Root Cause:** Limited progress monitoring and early intervention systems result in delayed or inappropriate identification of learning needs.

# Student Learning

## Student Learning Summary

### Student Learning Summary for Chapel Park Elementary (2024–2025)

In the 2024–2025 academic year, Chapel Park Elementary continued its commitment to academic excellence and growth for all learners. The school achieved notable gains in Academic Growth (Domain 2A) and maintained high levels of achievement across core content areas. While progress is evident, targeted support remains essential for specific student groups and content areas to increase performance at the Meets and Masters levels.

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## STAAR Performance Overview

### Approaches Grade Level:

- 85% of students demonstrated foundational understanding and are likely to succeed with continued academic support.

### Meets Grade Level:

- 66% of students showed grade-level proficiency and are on track for success with minimal intervention.

### Masters Grade Level:

- 33% of students achieved the highest level of mastery and are prepared to excel independently.
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## Subject-Level Performance

### Reading Language Arts (All Grades):

- Approaches: 87%
- Meets: 68%
- Masters: 45%

### Grade-Level RLA Breakdown:

- Grade 3: 83% Approaches | 65% Meets | 42% Masters
- Grade 4: 91% Approaches | 75% Meets | 47% Masters
- Grade 5: 86% Approaches | 66% Meets | 45% Masters

### Mathematics (All Grades):

- Approaches: 84%
- Meets: 65%
- Masters: 37%

**Grade-Level Math Breakdown:**

- Grade 3: 83% Approaches | 66% Meets | 32% Masters
- Grade 4: 84% Approaches | 75% Meets | 48% Masters
- Grade 5: 84% Approaches | 55% Meets | 31% Masters

**Science (Grade 5 Only):**

- Approaches: 59%
- Meets: 33%
- Masters: 18%

**Performance by Student Group (All Subjects)**

Student Group	Approaches	Meets	Masters
Special Education	54%	27%	10%
African American	76%	60%	28%
Hispanic	80%	60%	38%
Economically Disadv.	79%	55%	32%
At-Risk	61%	27%	11%

**MAP Reading Performance (Winter–Spring 2025)**

- **Median Achievement Percentile (Spring):** 66th percentile
- **Median Growth Percentile:** 66th percentile
- Grades 2–4 demonstrated above-average growth.
- Grade 5 had the lowest growth percentile (46th), aligning with STAAR performance.

**LION Math Screener (Universal Screener: K–5)**

- Used to assess early math skills and readiness.
  - K–1 showed strength early in the year, with a dip in Expedition 3.
  - 2nd and 5th grade had the highest number of students below grade level.
  - Only **37%** of 5th grade students were on level by year-end—mirroring STAAR Math performance.
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### Retention Summary (2024–2025)

- **Campus Retention Rate:** 1.87%
  - **Kindergarten Retention:** 6.02% (5 students)
    - A noticeable increase, pointing to early learning support needs.
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### Accountability Summary (2024–2025)

- **Overall STAAR Score:** 88 – **B Rating**
  - **Domain 2A: Academic Growth:** 88
  - **Domain 2B: Relative Performance:** 84
  - **Domain 3: Closing the Gaps:** 88
    - **Growth Points:** Increased from 24/32 (2024) to 25/30 (2025)
    - **ELP Points:** Dropped from 100% (2024) to 50% (2025), impacting Domain 3 overall score
  - **Student Achievement Score (Domain 1):** 90
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### Looking Ahead

Chapel Park Elementary continues to lead the way with strong academic performance, targeted interventions, and a commitment to equity and excellence. Gains in academic growth, particularly in math and reading, reflect the dedication of our staff and students. With continued investment in early learning, multilingual support, and data-informed instruction, Chapel Park is positioned to move even more students into the Meets and Masters categories in the years to come.

Together, we are **Leading the Way**—empowering every student to grow, lead, and win.

### Student Learning Strengths

## Academic Growth Gains

- **Domain 2A (Academic Growth) score increased** from 87 to **88**, showing improved instructional effectiveness and student progress across grade levels.
- Growth points improved from 24/32 in 2024 to **25/30 in 2025**, moving the percentage from 75% to **83.3%** of students meeting or exceeding progress targets.

## Reading Performance

- **45% of students achieved Masters in Reading**, a significant strength and an indicator of deep comprehension and analysis.
- All grade levels surpassed 65% Meets in reading, with **Grade 4 leading at 75% Meets** and 47% Masters.
- MAP Reading median percentile was **66th**, with Grades 2–4 showing above-average growth from winter to spring.

## Math Success

- **4th grade math** was a standout with **75% at Meets** and **48% at Masters**, outperforming district and state averages.
- Overall **math Masters level increased to 37%**, driven by targeted instruction and tiered support.

## High STAAR Achievement

- Overall STAAR performance maintained high levels:
  - **85% Approaches, 66% Meets, and 33% Masters** across all subjects.
- **Student Achievement score remained strong at 90**, showing consistent performance across domains.

## Targeted Tiered Interventions (RTI)

- RTI structures supported growth across core content:
  - **Reading**: Clear growth in bubble students through focused small-group instruction.
  - **Math**: Tier 2 and Tier 3 students in grades 2 and 5 showed improvement on LION and STAAR.
  - **Behavior**: Campus-wide behavioral RTI systems supported learning readiness and classroom engagement.

## Student Leadership & Enrichment

- Year 1 of the **Archery Club** led to a **13th place finish at State**, showcasing skill development and student confidence.
- Chapel Park students led through:
  - **Junior Lighthouse Team, Safety Patrol, Library Helpers, and Philanthropy Projects.**
  - **Student-led conferences** and campus **Showcase Events** highlighted ownership and reflection in learning.
- **UIL participation** was strong, with Chapel Park recognized as a district contender in multiple categories.

## Positive Reinforcement & Recognition

- **Spotlight Students** celebrated daily through announcements and front/back digital signage, reinforcing leadership and academic values.

## Family Engagement & Staff Empowerment

- Parent engagement reached **all-time highs** through events, communication, and social media interaction.
- Staff were empowered through:
  - **Grant writing opportunities**,
  - **Professional learning**, and
  - **Ownership of data-driven planning** to support student growth.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Achievement gaps persist among African American, Hispanic, and Economically Disadvantaged subgroups in both RLA and Math, with performance below the campus average (e.g., AA: 58% RLA / 48% Math; Econ Dis: 53% RLA).

**Root Cause:** Inconsistent Tier 1 instructional practices and differentiation across classrooms. Limited use of culturally responsive teaching strategies. Gaps in academic vocabulary acquisition for high-focus students. High mobility and chronic absenteeism affecting learning continuity for identified subgroups.

**Problem Statement 2:** English Language Proficiency (ELP) scores dropped from 100% to 50%, negatively affecting Domain 3 performance and indicating reduced progress for EB students on TELPAS.

**Root Cause:** Reduced integration of structured language development strategies across content areas. Gaps in TELPAS calibration and alignment between classroom tasks and TELPAS rubrics. Limited time for designated ESL or sheltered instruction due to scheduling and staffing.

**Problem Statement 3:** Masters-level performance in Math has plateaued, especially in grades 3-5, despite overall Meets performance gains.

**Root Cause:** Enrichment and extension opportunities are not consistently embedded in core instruction. Small group instruction often targets below-level learners, limiting time spent on pushing Meets to Masters. Math content is sometimes taught at procedural levels without regular integration of real-world or critical thinking tasks.

**Problem Statement 4:** Inconsistency in the quality of Accelerated Instruction (HB1416) delivery across grade levels and subjects.

**Root Cause:** Variation in how teachers structure and track accelerated instruction minutes. Limited time for teachers to collaboratively plan and differentiate HB1416 instruction. Staffing limitations and substitute availability impact small group frequency and consistency.

# School Processes & Programs

## School Processes & Programs Summary

### School Processes and Programs Overview

At Chapel Park Elementary, we are *Leading the Way* through intentional school processes, strong academic systems, and empowering opportunities for students and staff. Our mission is to build a learning environment that nurtures growth, fosters leadership, and celebrates success for all.

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### Instructional Programs & Academic Support

- **Standards-Based Instruction:** Aligned with TEKS and district curriculum, lessons are built to promote engagement, rigor, and clarity.
  - **Instructional Monitoring:** T-TESS walkthroughs and KickUp data are used to provide real-time feedback and guide continuous improvement.
  - **Curriculum Resources:**
    - *Fountas & Pinnell* and *Benchmark Phonics* (K–3) support foundational reading
    - *Reagan Tunstall Guided Math* promotes hands-on learning and mathematical thinking
  - **District Assessments:** Regular benchmarks are administered to 1st–5th graders to track progress and adjust instruction.
  - **Data-Driven Instruction:** Circle, NWEA MAP, LION, and STAAR data drive small group and individualized instruction.
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### Response to Intervention (RTI)

Chapel Park's three-tiered RTI system addresses academic and behavioral needs:

- **Tier 1:** High-quality instruction for all students
  - **Tier 2:** Targeted intervention during WIN (What I Need) time
  - **Tier 3:** Intensive, personalized support
  - RTI meetings ensure ongoing monitoring and adjustment of interventions based on student data.
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### Accelerated Instruction – HB 1416

In accordance with HB 1416, Chapel Park provides accelerated instruction beyond the regular day for students not meeting STAAR standards. High-dosage tutoring and targeted support help close gaps and prepare students for success.

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## Student Leadership, Enrichment & Showcases

Chapel Park students are *Leading the Way* in academics, service, and leadership:

- **Leader in Me (Core 2):** Students set personal and academic goals, track progress, and reflect in Leadership Portfolios.
  - **Junior Lighthouse Team, Safety Patrol, Library Helpers:** Students take on meaningful roles in leading peers and supporting the campus.
  - **Student-Led Philanthropy:** Projects driven by students have promoted empathy and service.
  - **Student-Led Conferences & Showcases:** Students take ownership by presenting their growth and goals to families.
  - **UIL & Archery:** UIL participants placed well within the district. In its first year, the archery club earned a **13th place finish at the state level**.
  - **Positive Spotlight Recognition:** Celebrated weekly on announcements and digital marquee boards at both front and back entrances.
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## Social-Emotional Learning & School Culture

- **Character Strong Curriculum:** Weekly SEL lessons promote empathy, kindness, and resilience. Monthly character traits are celebrated in class and with families.
  - **MRA May 2025 Data:**
    - **Student Belonging:** 88%
    - **School Climate:** 86%
    - **Family Engagement & Community Growth:** +5 and +7 points respectively
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## Family & Community Engagement

- **Parent Involvement:** Events like STREAM Night, Movie Night, Zoo Night, Fall Fest, and student showcases had record attendance.
  - **PTA Partnership:** PTA continues to provide support through events, teacher grants, and campus beautification.
  - **Communication Channels:** Parent Square, podcasts, newsletters, social media, YouTube updates, and live/virtual events provide consistent updates and celebration of success.
  - **Social Media Reach:** Family engagement via Facebook and Instagram is at an all-time high.
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## Staff Empowerment & Collaboration

- **Weekly PLCs & Data Talks:** Teachers analyze student data and plan collaboratively to meet academic and behavioral goals.

- **Teacher-Led PDs:** Staff share strategies and build each other’s capacity through monthly campus-based training.
  - **Mentor Program:** New teachers receive guidance, support, and feedback to grow professionally.
  - **Grant Writing & Innovation:** Teachers pursue MEF and community grants to bring innovation to classrooms.
  - **TASB Staff Survey (2025):** Feedback highlights high morale, staff agency, and strong team culture.
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At Chapel Park Elementary, we are proud to be *Leading the Way*—empowering students, inspiring staff, and building a thriving school community focused on academic achievement, character development, and future-ready leadership.

## School Processes & Programs Strengths

### Chapel Park Elementary Strengths

#### Instructional

- Universal screeners (NWEA MAP, LION) are administered three times per year in reading and math.
- STAAR Testing in Grades 3–5 (Reading, Math; Grade 5 also includes Science).
- Interim Assessments administered in Grades 3–5 to guide instructional adjustments.
- Data-driven decision-making supports targeted intervention and enrichment through WIN Time.
- Weekly PLCs focus on analyzing student data and developing responsive instructional plans.
- Teachers receive individualized support through coaching cycles with district Learning Coaches.
- RTI processes are clearly defined and streamlined for both academic and behavioral interventions.
- HB1416 compliance ensures all eligible students receive required accelerated instruction.
- Instructional planning is vertically aligned through grade-level collaboration and data use.
- Student growth is tracked using student portfolios and hallway scoreboards to celebrate progress.

#### Programs

- **Character Education:** *PurposeFULL People* curriculum continues with emphasis on social-emotional development.
- **Leader in Me – Year 2:** Focus on *student goal setting, leadership roles, and student-led conferences/showcases*.
- **UIL Academic Teams:** Strong showing in district competitions.

- **Gifted & Talented Services:** Onsite support for identified students.
- **Special Education Programs:** Academic Development Classes (Grades K–5), Resource services, and ECSE.
- **Dyslexia, EB, and Speech Services:** All provided onsite by certified specialists.
- **Archery Program (New!):** Achieved **13th place at state** in its inaugural year.
- **Expanded Enrichment:** Math Club, Mileage Club, Literacy/STEAM Nights, and campus-wide showcase events.

## Safety

- Full-time **Campus Safety Specialist** ensures daily compliance and rapid response to safety needs (HB3).
- Partnership with local police and fire departments supports regular safety drills and audits.
- Secure entrances with Raptor check-in systems; ongoing facility assessments.
- Implementation of **CHAMPS** behavior expectations across all common areas and classrooms.
- SRP safety drills and Catapult alert system reinforce emergency readiness.
- Exterior door checks, safety audits, and structured safety meetings happen routinely.

## Personnel

- 100% of staff members are certified and highly qualified.
- MISD Mentorship Program supports new teacher retention and onboarding.
- Teacher-led PD offered monthly; staff voice drives topics based on campus and student data.
- Learning Coaches and Behavior Coach support growth across academic, behavioral, and SEL domains.
- Teachers empowered to write grants and pursue classroom innovations (MEF, community partnerships).

## Organizational

- Master Schedule ensures protected instructional blocks for Reading and Math.
- Designated time for PLCs and RTI discussion built into weekly schedules.
- All students participate in WIN Time for intervention or extension.
- Morning Meetings embed SEL and goal setting daily across classrooms.
- Budget is aligned to support teacher-driven PD, campus needs, and instructional resources.

- Leadership Portfolios and Student-Led Conferences promote academic ownership and communication.

## Extracurricular & Student Leadership

- **Student Leadership Roles:** Junior Lighthouse Team, Safety Patrol, Library Helpers, Philanthropy Projects.
- **Student-Led Philanthropy:** Initiatives to serve and give back to the community.
- **Spotlight Student Recognition:** Celebrated weekly via announcements and campus marquees.
- **Extracurriculars:**
  - Math Club
  - Mileage Club (Tues/Thurs mornings)
  - UIL & Spelling Bee
  - Literacy/STEAM Night
  - Community Fundraising
  - Archery Club (new)
  - PTA-sponsored events with record family attendance

## Leadership and Administration

- The leadership team meets weekly to monitor campus-wide initiatives and student outcomes.
- Grade-level team leads provide input and feedback monthly, ensuring shared decision-making.
- A culture of leadership and reflection is promoted across all levels — from students to staff.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** While universal screeners and STAAR data indicate overall strong achievement, growth among high-achieving students (Masters level) has plateaued in several grades.

**Root Cause:** Limited opportunities for advanced, tiered instruction and extension during core instruction and WIN time.

**Problem Statement 2:** Some grade levels show inconsistent implementation of targeted small group instruction based on data.

**Root Cause:** Variability in PLC data analysis skills and need for continued coaching on differentiation and RTI Tier 2/Tier 3 strategies.

**Problem Statement 3:** Although HB1416 mandates are being met, scheduling and tracking of accelerated instruction hours remain time-intensive and not consistently embedded within the instructional day.

**Root Cause:** WIN time and intervention block structures need refinement to maximize staffing and efficiency.

# Perceptions

## Perceptions Summary

### Perceptions Summary – Chapel Park Elementary (2024–2025)

At Chapel Park Elementary, perceptions of school climate, leadership, and student empowerment continue to reflect a thriving, inclusive, and achievement-focused environment. In alignment with our theme "**Leading the Way**," the campus has made purposeful strides in cultivating student leadership, building professional capacity, and strengthening relationships across the school community.

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#### Leader in Me (MRA Survey – May 2025)

The Measurable Results Assessment (MRA) continues to reflect growth in student and staff perceptions:

- **Student Empowerment:** Increased to **81** (from 77), demonstrating greater student ownership of learning and goal setting.
- **School Climate:** Maintained a high score of **81**, reflecting a positive and inclusive atmosphere where students feel safe, valued, and connected.
- **Staff Voice:** Climbed to **86**, showing strong involvement in decision-making and a sense of ownership.
- **Collective Efficacy:** Improved to **84**, highlighting staff belief in their shared ability to impact student outcomes.
- **Instructional Efficacy:** Remains strong at **78**, indicating that teachers feel equipped to use evidence-based strategies effectively.

Students engage in leadership roles through:

- **Junior Lighthouse Team**
- **Safety Patrol**
- **Library Helpers**
- **Philanthropy Projects**
- **Student-led Conferences and Showcase Events**

Positive behavior and academic contributions are recognized daily through:

- **Spotlight Students on announcements**
  - **Digital signage at front and back of campus**
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#### TASB Staff Survey Results (2025)

Based on recent feedback, Chapel Park Elementary continues to be viewed as a highly supportive and collaborative workplace.

- **97%** of staff are proud to work for Midway ISD
- **95%** feel they accomplish meaningful work
- **92%** report job satisfaction
- Staff indicated a strong sense of **community, collaboration, and respect**

New highlights this year:

- Teachers lead professional learning in data analysis, classroom management, and technology integration
- Staff are actively **writing grants** to support classroom innovation
- Grade-level teams use data to create plans and drive student outcomes

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## Leadership and Culture

This year, Chapel Park deepened its commitment to growing teacher leadership and instructional expertise:

- Expanded our **Teacher Leadership Program**, focusing on mentorship and project-based instructional improvement
- Campus-wide focus on **Tier 1 instruction** and **critical thinking development** to support Meets and Masters STAAR performance
- Teachers regularly participate in coaching cycles with **district learning coaches** and **campus leadership teams**

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## Parent and Community Engagement

Parent engagement reached an all-time high this year:

- High turnout at events such as **Zoo Night, STREAM Night, and Jumping Jubilee**
- Increased use of **ParentSquare, social media, and digital updates** to communicate learning celebrations
- Partnerships with **local churches, businesses, and service organizations** provided mentorship and support

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## Facilities and Environment

Our innovative and welcoming facility continues to support collaborative learning and creativity:

- Open-concept **library and maker space, green room, and walk-in literacy library**

- Dedicated **science lab, music room, and art studio**
- ADA-compliant **playgrounds**, dual **indoor gyms**, and **collaboration areas** for all grade levels

Safety continues to be a priority:

- Ongoing **SRP drills, Raptor system protocols, and safety audits**
- Campus Safety Specialist ensures compliance with **House Bill 3** safety mandates
- Continued implementation of **CHAMPS** to support behavior expectations and SEL integration

## Perceptions Strengths

### Perception Strengths – Chapel Park Elementary

#### Mission and Vision Alignment:

Chapel Park Elementary continues to lead the way with a clear, shared vision that emphasizes academic excellence, student empowerment, and inclusive leadership. Our mission is deeply embedded in daily practice and campus culture, cultivating a schoolwide commitment to high expectations, respect, and collaboration. This alignment ensures that students, staff, and families are collectively moving in the same direction — supporting each child’s growth and success.

#### Staff Satisfaction and Empowerment:

The 2025 TASB Insight Survey reveals a sustained culture of staff pride and morale:

- **97%** of staff are proud to work for Midway ISD
- **92%** enjoy the work they do
- **95%** feel good about their daily accomplishments

Staff voice (87%) and collective efficacy (82%) both reflect a positive, empowered team. This year, staff further demonstrated ownership by writing grants, leading professional development, and making data-driven plans that directly impacted student learning outcomes.

#### Positive and Inclusive School Climate:

Data from the 2025 Leader in Me Measurable Results Assessment (MRA) highlights the strength of Chapel Park’s climate:

- **School Climate:** 85 (up from 81 last year)
- **Student Empowerment:** 81 (up from 77)
- **Instructional Efficacy:** 82

Students feel valued, involved, and safe. Our Positive Spotlight program, student-led philanthropy, and monthly SEL character awards reinforce belonging and leadership for every child.

#### Effective Family & Community Engagement:

Parent engagement is at an all-time high, with significant growth in family participation, feedback, and school pride. This year:

- **Family participation increased** in events like Zoo Night, STREAM Night, Showcase Nights, and Literacy Celebrations.
- **Parent Square usage and social media interactions** surged, enhancing real-time communication.
- Our PTA continues to be a vital partner through field trips, teacher morale initiatives, classroom grants, and community events.

#### **Community Partnerships & Support Systems:**

Strong ties with churches, local organizations, and Hunger Free MISD continue to provide food, mentorship, and volunteerism for students and families in need. Our on-site **social worker and safety specialist** ensure additional wraparound support.

#### **Student Leadership & Engagement Opportunities:**

Students lead the way across campus through:

- **Junior Lighthouse Team**
- **UIL Academic Teams**
- **Safety Patrol and Library Helpers**
- **Archery Club (13th in state finish in Year 1!)**
- **Student-led Conferences and Showcases**  
These programs enhance ownership, communication skills, and academic confidence.

#### **Leadership Development for Staff:**

Our teacher leadership pipeline is thriving. Staff participate in:

- Ongoing learning through district coaches and peer-led sessions
- Monthly optional PD
- Collaborative instructional planning through PLCs  
The result is a culture of continuous growth and innovation.

#### **Innovative Learning Spaces:**

Chapel Park's facility continues to serve as a model of innovation. The open-concept library, maker space, recording studio, and writable collaboration zones offer engaging, student-centered environments that support inquiry, exploration, and creativity.

#### **Comprehensive Safety & Security:**

Safety remains a top priority, with:

- Full-time **Campus Safety Specialist**
- Use of **SRP drills, Raptor visitor system, and Catapult EMS**
- Consistent exterior door checks and entry badge protocols



- Student training in safety routines and digital citizenship
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**Conclusion:**

Chapel Park Elementary continues to **“Lead the Way”** in creating a culture of leadership, empowerment, and excellence. Through a unified vision, responsive leadership, strong community partnerships, and student-centered innovation, our campus remains a safe, inclusive, and high-performing environment where students and staff thrive.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** While student empowerment scores increased on the MRA (from 77 to 81), not all student groups feel equally represented in leadership roles or decision-making processes.

**Root Cause:** Leadership opportunities such as Junior Lighthouse, Safety Patrol, and UIL participation are limited in capacity and primarily serve older or already-engaged students. Younger students and those requiring behavioral or academic support may have fewer structured leadership pathways.

**Problem Statement 2:** Although overall parent involvement has increased, family engagement in academic decision-making and support (such as student goal setting and progress monitoring) remains uneven across grade levels and student subgroups.

**Root Cause:** While family participation in events like Zoo Night and STREAM Night is high, fewer families are involved in academic conferences, WIG tracking, or student-led conferences. This may be due to inconsistent grade-level communication practices or limited accessibility for working parents.

**Problem Statement 3:** TASB staff survey feedback indicated a desire for more consistent feedback loops between staff and administration regarding school-wide decisions and initiatives.

**Root Cause:** While the leadership team provides multiple communication tools, some staff feel that decisions related to scheduling, student placement, or instructional initiatives are made without full transparency or structured feedback. Time constraints and fast-paced decision cycles may contribute to this perception.

**Problem Statement 4:** Although staff collective efficacy is strong (82%), and instructional efficacy increased (82 from 78), there remains variability in how Tier 1 SEL and leadership practices are implemented across classrooms.

**Root Cause:** While Leader in Me and Character Strong are embedded in campus culture, implementation fidelity varies. New teachers or those without prior LIM training may require additional coaching, and ongoing modeling from leadership could enhance consistency.

# Priority Problem Statements





# Goals

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

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

**Evaluation Data Sources:** 2026 STAAR Scores  
TEA Accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead Measure: PLC teams will engage in ongoing professional learning and collaborative data analysis to identify students in need of early writing intervention. Grade-level teams will use this data to develop and implement targeted instructional strategies, monitor progress, and adjust instruction to ensure academic growth for all students. <b>Strategy's Expected Result/Impact:</b> 100% of all students in all population groups will show academic growth for the 2025-2026 school year. <b>Staff Responsible for Monitoring:</b> PLC Teams MTSS CPE Admin  <b>Title I:</b> 2.51, 2.52, 2.53, 2.534 <b>Funding Sources:</b> Fall PD After Dark-Professional Staff (2 hours) - 211- ESEA, Title I, Part A - 6399 - \$2,100, Fall PD After Dark- Dinner - 211- ESEA, Title I, Part A - 6499 - \$300, Spring PD After Dark-Professional Staff (2 hours) - 211- ESEA, Title I, Part A - 6399 - \$2,100, Fall PD After Dark-Dinner) - 211- ESEA, Title I, Part A - 6499 - \$300	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lead Measure: All CPE professional staff will implement vertically aligned constructed response strategies to support writing development across all grade levels. K-2 teachers will use the SCR strategy (Answer the question, Prove the answer), and grades 3-5 will implement the ECR strategy (IRACES-Restate, Answer, Cite, Explain, Sum up) to strengthen student writing and alignment to STAAR expectations. <b>Strategy's Expected Result/Impact:</b> Teachers will consistently implement the AP strategy in K-2 and the IRACES strategy in 3-5 for all constructed response tasks. Students will demonstrate increased proficiency in writing, as reflected by rubric score improvement across grade levels and increased clarity, organization, and textual evidence in student responses. <b>Staff Responsible for Monitoring:</b> All Professional Staff, CPE Leadership Team	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Lead Measure: All CPE professional staff will collect monthly student writing samples and collaboratively score them using district rubrics. Teachers will engage in calibration and use the TEA scoring guides to ensure consistency and reliability in scoring across grade levels. <b>Strategy's Expected Result/Impact:</b> Grade-level PLCs will analyze student writing data monthly to adjust instruction. Targeted reteach plans and small group interventions will be implemented. As a result, students will demonstrate individual growth in identified weak areas, contributing to increased rubric scores and improved STAAR constructed response outcomes. <b>Staff Responsible for Monitoring:</b> All Professional Staff, CPE Leadership Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Lead Measure: All CPE staff will support student goal setting and progress monitoring by maintaining a public grade-level WIG scoreboard and guiding students in tracking their individual writing growth in their Leadership Portfolios using rubric data. <b>Strategy's Expected Result/Impact:</b> All grade levels will maintain a public WIG scoreboard, and all students will track their writing progress in their Leadership Portfolio. Student ownership and engagement in writing will increase. Campus-wide, students will demonstrate goal-setting behavior and consistent writing growth, as reflected in rubric data and student artifacts. <b>Staff Responsible for Monitoring:</b> All Professional Staff, CPE Leadership Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students who meet quarterly growth goals will be recognized through public celebrations such as announcements and grade-level events, as well as material incentives like certificates, writing supplies, and tokens of achievement to reinforce motivation and progress. <b>Strategy's Expected Result/Impact:</b> Measurable growth on the district writing rubric, improved writing quality and goal ownership observed through student portfolios, and quarterly progress data. <b>Staff Responsible for Monitoring:</b> CPE Leadership Team All CPE staff  <b>Title I:</b> 2.51, 2.52, 2.53 <b>Funding Sources:</b> Token Economy Resources - 211- ESEA, Title I, Part A - 6399 - \$400	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Evaluation Data Sources:** STAAR, TEA Accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All CPE staff will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2025-2026 during the school year. <b>Strategy's Expected Result/Impact:</b> All students receiving accelerated instruction will meet the minimum passing standard for STAAR. <b>Staff Responsible for Monitoring:</b> Part time interventionist MTSS CPE Admin  <b>Title I:</b> 2.51, 2.52, 2.53 <b>Funding Sources:</b> Part Time Interventionist - 211- ESEA, Title I, Part A - \$29,500	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PLC teams will engage in ongoing professional learning and collaborative data analysis of screeners to identify students in need of early intervention. Grade-level teams will use this data to develop and implement targeted instructional strategies, monitor progress, and adjust instruction to ensure academic growth for all students. <b>Strategy's Expected Result/Impact:</b> 100% of all students in all population groups will show academic growth for the 2025-2026 school year. <b>Staff Responsible for Monitoring:</b> PLC Teams MTSS CPE Admin	Formative			Summative
	Oct	Jan	Apr	July

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

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

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

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





**HB3 Goal**

**Evaluation Data Sources:** STAAR Assessment 2026

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CPE will systematically track student growth using CFAs, unit tests, district benchmarks, and NWEA MAP universal screeners. Through the PLC process, teams will prioritize data analysis to enhance targeted interventions and enrichment opportunities. Each PLC will implement strategies to boost student engagement during instruction and WIN time.  <b>Strategy's Expected Result/Impact:</b> 2026 STAAR 2025-2026 District Assessments & Benchmarks Minimum of 5% Masters increase in 2026 STAAR <b>Staff Responsible for Monitoring:</b> CPE Admin Team CPE Team Leads Classroom Teachers Learning Coaches Interventionist	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CPE administrators and Grades K-3 teachers will complete the state required Reading Academies by the end of school year 2025-2026.  <b>Strategy's Expected Result/Impact:</b> Student scores will increase on NWEA MAP Growth (universal screening) data in Multiple Genres, Foundational Skills: Vocabulary, and Author's Purpose and Craft. A supplemental program (NWEA MAP Reading Fluency) will assess the five areas of basic reading skills: Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency in K-2. <b>Staff Responsible for Monitoring:</b> Campus Principals	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The CPE GT teacher will work with grade level PLC teams to develop a data tracking system to monitor GT student performance in core academic areas. Using this data, the GT teacher and PLCs will incorporate targeted teaching strategies and enrichment extensions to support academic growth and increase the percentage of GT students achieving Masters level performance on the 2026 STAAR. <b>Strategy's Expected Result/Impact:</b> GT students will demonstrate academic growth in core content areas through targeted instruction and enrichment. The use of data tracking and differentiated strategies will result in an increased percentage of GT students achieving Masters level performance on the 2026 STAAR assessments. <b>Staff Responsible for Monitoring:</b> GT Teacher CPE Leadership Team Grade-Level PLC Teams		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> CPE will provide tier 3 instruction to students who qualify. Tier 3 students will receive intensive research based small group interventions 4 days a week by our part time interventionist or trained paraprofessional. <b>Strategy's Expected Result/Impact:</b> By June 2026, 100% of monitored tiered students will receive targeted instruction in reading, leading to a 10% in student growth from BOY NWEA MAP data. <b>Staff Responsible for Monitoring:</b> CPE Admin MTSS Facilitator Interventionist Classroom Teachers		Formative			Summative
		Oct	Jan	Apr	July
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> CPE will implement targeted after school reading tutoring for students in grades 3-5 to provide enrichment and push students from the "Approaches" to "Meets" and "Meets" to "Masters" performance level on the 2026 reading STAAR test. This after school tutoring program will focus on advanced problem-solving and critical thinking with our economically disadvantaged population of students. <b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students moving from "Approaches" to "Meets" and "Masters" on the 2026 STAAR reading test; Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments; Regular progress monitoring will show measurable growth in advanced reading skills Small group instruction targeted for student growth <b>Staff Responsible for Monitoring:</b> CPE Admin Reading teachers and staff tutors Reading teachers MTSS		Formative			Summative
		Oct	Jan	Apr	July



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus instructional teams will analyze district trends to evaluate progress towards mastery of RLA objectives for students in Grades K-5. Based on data analysis, campus action plans will be created. <b>Strategy's Expected Result/Impact:</b> At least twice per year trends in data will be analyzed at a campus perspective by a teams for the purpose of developing action steps to address areas of deficit. <b>Staff Responsible for Monitoring:</b> CPE Admin Learning Coaches MTSS Interventionist CPE Team Leads Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

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





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

**HB3 Goal**

**Evaluation Data Sources:** 2026 STAAR Results

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

Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> CPE will implement targeted math in class tutoring for students in grades 4-5 to provide enrichment and push students from the "Meets" to "Masters" performance level on the 2026 math STAAR test. This tutoring program will focus on advanced problem-solving and critical thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students moving from "Meets" to "Masters" on the 2025 STAAR math test by 3%;  Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments;  Regular progress monitoring will show measurable growth in advanced math skills  Reduce class size for smaller student to teacher ratio during tutoring sessions</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Facilitator  Hired math tutor 2 days a week  Classroom teachers  CPE Admin  Learning Coaches</p> <p><b>Funding Sources:</b> Math Enrichment Tutoring/School Day - 211- ESEA, Title I, Part A - 6399 - \$1,400</p>		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
<p><b>Strategy 4:</b> CPE will implement targeted math tutoring for students in grades 3-5 to provide enrichment and push students from the "Approaches" to "Meets" and "Meets" to "Masters" performance level on the 2026 math STAAR test. This after school tutoring program will focus on advanced problem-solving and critical thinking with our economically disadvantaged population of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students moving from "Approaches" to "Meets" and "Masters" on the 2026 STAAR math test by 3% each;  Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments;  Regular progress monitoring will show measurable growth in advanced math skills  Small group instruction targeted for student growth</p> <p><b>Staff Responsible for Monitoring:</b> CPE Admin  CPE staff tutors 2 days a week  MTSS  Math Teachers</p> <p><b>Funding Sources:</b> CPE staff math tutors - 211- ESEA, Title I, Part A - 6399 - \$1,505</p>		Formative			Summative
		Oct	Jan	Apr	July





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> CPE will partner with Mathnasium to implement "MATH DAY" for students in grades 3-5 to provide enrichment and push students from the "Meets" to "Masters" performance level on the 2026 Math STAAR test. This day will focus on advanced problem-solving and critical thinking. <b>Strategy's Expected Result/Impact:</b> Student data will report higher levels of confidence in solving challenging problems and greater motivation to engage in critical thinking tasks after participating in Math Day. <b>Staff Responsible for Monitoring:</b> Mathnasium Company CPE Admin CPE 3-5 Teachers MTSS	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus instructional teams will analyze district trends to evaluate progress towards mastery of mathematics objectives for students in Grades K-5. Based on data analysis, campus instructional action plans will be created. <b>Strategy's Expected Result/Impact:</b> At least twice per year trends in data will be analyzed at a campus perspective by teams of for the purpose of developing action steps to address areas of deficit. <b>Staff Responsible for Monitoring:</b> CPEAdmin Learning Coaches MTSS CPE Team Leads Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

**Evaluation Data Sources:** 2026 STAAR Results

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





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CPE grade level teams will meet weekly during PLC to promote curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 70% meets on all STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Increased Domain I performance <b>Staff Responsible for Monitoring:</b> Campus Administrators Learning Coaches Team Leads Teachers Interventionist MTSS  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> CPE grade level teams will meet weekly during PLC to promote assessment practices into an integrated, cohesive system that provides an effective measurement practice to meet student learning goals. <b>Strategy's Expected Result/Impact:</b> A 5% increase in the number of students who are MASTERS on the state assessment in May 2026. <b>Staff Responsible for Monitoring:</b> CPE ADMIN Learning Coaches MTSS Team Leads Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> CPE will partner with the Midway High School "Education and Training" program to support high school students pursuing careers in education. Participating students will be paired with mentor teachers and assist in small group instruction, providing real-world classroom experience while supporting academic needs on campus. <b>Strategy's Expected Result/Impact:</b> High school students will gain hands-on experience in instructional settings, strengthening the educator pipeline. CPE students will benefit from additional small group support, contributing to increased engagement and academic growth. <b>Staff Responsible for Monitoring:</b> CPE Mentor Teachers, Campus Leadership Team, Midway High School Education and Training Coordinator	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Evaluation Data Sources:** TEA Accountability

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

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Emergent Bilingual (EB) students will be supported through targeted instruction provided by classroom teachers and the campus EB facilitator. Staff will integrate language support strategies into daily reading and content-area instruction to promote academic growth and increase the percentage of EB students meeting expected English language proficiency gains on TELPAS. <b>Strategy's Expected Result/Impact:</b> EB students will maintain or exceed growth measures from BOY to EOY; TELPAS and STAAR 25-26 EB scores will increase. <b>Staff Responsible for Monitoring:</b> CPE Admin Team Learning Coaches MTSS Classroom Teachers EB Teacher	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> CPE teachers will incorporate research-based strategies in all lessons to increase the academic progress for all students. <b>Strategy's Expected Result/Impact:</b> All students will have access to high-quality lessons. <b>Staff Responsible for Monitoring:</b> Learning Coaches CPE Admin Team Leads PLCs MTSS	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

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

**Evaluation Data Sources:** STAAR Science 2026 Results





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement science curriculum with fidelity, ensuring continuous monitoring of student progress and boost STAAR science achievement percentages. <b>Strategy's Expected Result/Impact:</b> Grade level lesson plans; progress monitoring; vertical alignment as a campus; foundational and readiness skills as a campus in K-5 <b>Staff Responsible for Monitoring:</b> CPE Admin Learning Coaches MTSS Facilitator Classroom Science Teacher	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide grade-level SAVVAS Science Kit supplies to support the implementation of the new K-5 science curriculum adoption. These kits offer hands-on, inquiry-based learning opportunities that align with TEKS and promote student engagement, exploration, and critical thinking. <b>Strategy's Expected Result/Impact:</b> We expect to see improved student performance on science assessments, increased interest in STEM-related topics, and greater confidence in applying scientific thinking across content areas. <b>Staff Responsible for Monitoring:</b> CPE Admin Team CPE Science Teachers  <b>Funding Sources:</b> SAVvAS Kit Supplies - 211- ESEA, Title I, Part A - 6399 - \$1,347.29	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> CPE will host a Saturday Science CAMP to support economically disadvantaged 5th-grade students in improving their performance on the 2026 STAAR science test focusing on high percentages of Meets and Masters. <b>Strategy's Expected Result/Impact:</b> The CAMP will provide targeted, TEKS-aligned instruction focusing on high-impact science concepts and test-taking strategies to targeted group. The goal is to increase the percentage of students achieving Meets and Masters levels, contributing to a 95% success rate in Domain 3 and supporting the district's "A" rating goal. <b>Staff Responsible for Monitoring:</b> CPE Admin 5th Grade Team MTSS Learning Coaches  <b>Funding Sources:</b> 5th Grade Saturday Science Camp- Staff Hourly Rate - 211- ESEA, Title I, Part A - 6399 - \$1,242.50, 5th Grade Science Camp Resources/Supplies - 211- ESEA, Title I, Part A - 6399 - \$158.92, 5th Grade Science Camp Food/Snack - 211- ESEA, Title I, Part A - 6499 - \$466.17		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> CPE will implement targeted Science tutoring for students in grade 5 to provide enrichment and push students from the "Approaches" to "Meets" and "Meets" to "Masters" performance level on the 2025 reading STAAR test. This after school tutoring program will focus on advanced problem-solving and critical thinking with our economically disadvantaged population of students. <b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students moving from "Approaches" to "Meets" and "Masters" on the 2025 STAAR reading test; Students will demonstrate improved problem-solving and critical thinking abilities, as shown by classroom performance and formative assessments; Regular progress monitoring will show measurable growth in advanced reading skills Small group instruction targeted for student growth <b>Staff Responsible for Monitoring:</b> CPE Admin 5th Science Teacher MTSS Learning Coaches  <b>Funding Sources:</b> 5th Grade Science Tutoring - 211- ESEA, Title I, Part A - 6399 - \$525		Formative			Summative
		Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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

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

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

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

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

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

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

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



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

**Evaluation Data Sources:** TASB 2026  
MRA 2026

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

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





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

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

Kick Up

Teacher Led PD Sessions

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





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



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

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

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

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

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

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





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

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

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

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

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

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





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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All CPE classroom teachers will create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline incidents and discretionary DAEP placements by 5%. Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks. <b>Staff Responsible for Monitoring:</b> Behavior Coach MTSS Facilitator CPE Admin  <b>Funding Sources:</b> Behavior Coach - 211- ESEA, Title I, Part A - \$66,075, Supplies/Incentives for Behavior Coaching - 211- ESEA, Title I, Part A - 6399 - \$724.84	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All CPE classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention(s), and collecting data for students in tier 2 and tier 3. <b>Strategy's Expected Result/Impact:</b> Decrease the number of discipline incidents. Decrease the number of physical restraints by 10%. Decrease the number of Tier 3 behavior students by 3%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. <b>Staff Responsible for Monitoring:</b> CPE Admin Teachers Paraprofessionals Behavior Coach Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July

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

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

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





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

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

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



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





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

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

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

**HB3 Goal**





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

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

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

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

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





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

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

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

**Evaluation Data Sources:** MRA Family Survey increase by 3%





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen the partnership between Chapel Park Elementary and our community by hosting STREAM Night--interactive family events centered around Science, Technology, Reading, Engineering, Art, and Music. These nights foster meaningful family engagement by providing hands-on learning experiences that make academic concepts come to life</p> <p><b>Strategy's Expected Result/Impact:</b> MRA end-of-the-year survey Pre-post family survey Sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> CPE Admin Team CPE Team Leads Classroom Teachers</p> <p><b>Funding Sources:</b> Parent engagement resources-STREAM Night - 211- ESEA, Title I, Part A - 6399 - \$1,368.40, Brick "Lego" Truck - 211- ESEA, Title I, Part A - 6399 - \$1,150</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enhance the partnership between Chapel Park Elementary and the community by hosting a Family Zoo Night, fostering meaningful family engagement, and strengthening connections through collaborative events that build a vibrant and inclusive school community.</p> <p><b>Strategy's Expected Result/Impact:</b> MRA end-of-the-year survey Pre-post family survey PTA Executive Board Meeting Agendas PTA Membership Meeting Agendas PTA Members and Sign in sheets to meetings/events Student Field Trip provided through a partnership with PTA</p> <p><b>Staff Responsible for Monitoring:</b> Principal PTA Executive Board Teachers &amp; Staff CPE Admin Team CPE Team Leads</p> <p><b>Funding Sources:</b> Facility Rental- Cameron Park Zoo Night - 211- ESEA, Title I, Part A - 6399 - \$1,635.50</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Enhance campus, parent and teacher communication to build a stronger, more connected school community by increasing the frequency and effectiveness of communication by 10% by the end of the 2025-2026 school year. <b>Strategy's Expected Result/Impact:</b> MRA end-of-the-year survey Pre-post family survey Parent Square Analytic Data Reports Parent/Student Teacher Conferences Sign in sheets Weekly Principal Newsletters Weekly Teacher Newsletter PTA News Monthly Counselor Newsletters MOY and EOY Parent Surveys Parent Safety Surveys Social Media - FB and Instagram MRA end-of-the-year survey Pre-post family survey PTA Executive Board Meeting Agendas PTA Membership Meeting Agendas PTA Members and Sign in sheets to meetings/events <b>Staff Responsible for Monitoring:</b> CPE Admin Team CPE Team Leads Teachers & Staff	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Foster a strong partnership between Chapel Park Elementary and the community by hosting Art Night, where families can celebrate student artwork, experience art instruction, collaborate on meaningful exhibits for display, and create art together, promoting family engagement and a vibrant school culture. <b>Strategy's Expected Result/Impact:</b> MRA end-of-the-year survey Pre-post family survey Art Night Sign In Sheet <b>Staff Responsible for Monitoring:</b> CPE Admin Team CPE Team Leads Teachers & Staff  <b>Funding Sources:</b> Art Night Supplies - 211- ESEA, Title I, Part A - 6399 - \$747.76	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michelle Arreola	Behavior Coach	Title I	Yes
Tami Wiethorn	Part Time Interventionist	Title I	Yes



# Campus Funding Summary

211- ESEA, Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Fall PD After Dark- Dinner	6499	\$300.00
1	1	1	Fall PD After Dark-Professional Staff (2 hours)	6399	\$2,100.00
1	1	1	Spring PD After Dark-Professional Staff (2 hours)	6399	\$2,100.00
1	1	1	Fall PD After Dark-Dinner)	6499	\$300.00
1	1	5	Token Economy Resources	6399	\$400.00
1	2	1	Part Time Interventionist		\$29,500.00
1	4	3	Math Enrichment Tutoring/School Day	6399	\$1,400.00
1	4	4	CPE staff math tutors	6399	\$1,505.00
1	7	2	SAVvAS Kit Supplies	6399	\$1,347.29
1	7	3	5th Grade Science Camp Resources/Supplies	6399	\$158.92
1	7	3	5th Grade Saturday Science Camp- Staff Hourly Rate	6399	\$1,242.50
1	7	3	5th Grade Science Camp Food/Snack	6499	\$466.17
1	7	4	5th Grade Science Tutoring	6399	\$525.00
3	2	1	Behavior Coach		\$66,075.00
3	2	1	Supplies/Incentives for Behavior Coaching	6399	\$724.84
3	6	1	Brick "Lego" Truck	6399	\$1,150.00
3	6	1	Parent engagement resources-STREAM Night	6399	\$1,368.40
3	6	2	Facility Rental- Cameron Park Zoo Night	6399	\$1,635.50
3	6	4	Art Night Supplies	6399	\$747.76
<b>Sub-Total</b>					<b>\$113,046.38</b>

# Addendums

County-District Number: 161903 District Name: MIDWAY ISD

2023 - 2024 Student Achievement for (161903110) CHAPEL PARK EL				
Details Behind the Score				
District Assessments Growth Comparison	Raw Score	Scaled Score	Weight % of Score	Weighted Points
STAAR Performance (100%) As your Score 90	61	90	100%	90
Student Achievement Domain Rating				A

District Assessments Growth Comparison for 2023 - 2024														
	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 Approaches GL Standard or Above	85%	75%	86%	87%	100%	83%			76%	84%	79%	56%	78%	88%
% at Meets GL Standard or Above	64%	49%	63%	68%	44%	72%			48%	63%	53%	29%	67%	70%
% at Masters GL Standard	33%	19%	26%	38%	11%	61%			20%	32%	25%	6%	33%	36%
Number of Tests														
# at Approaches GL Standard or Above	395	43	101	227	9	15	0	0	197	16	151	57	7	265
# at Meets GL Standard or Above	296	28	74	177	4	13	0	0	124	12	101	30	6	211
# at Masters GL Standard	153	11	31	99	1	11	0	0	52	6	48	6	3	109
Total Tests	462	57	118	260	9	18	0	0	258	19	192	102	9	302
Reading														
Percent of Tests														
% at Approaches GL Standard or Above	88%	77%	83%	92%	100%	86%			79%	88%	81%	60%	100%	91%
% at Meets GL Standard or Above	68%	58%	63%	72%	75%	86%			53%	75%	60%	27%	75%	74%
% at Masters GL Standard	37%	15%	28%	44%	25%	71%			22%	38%	29%	7%	50%	41%
Number of Tests														
# at Approaches GL Standard or Above	177	20	45	102	4	6	0	0	89	7	67	27	4	121
# at Meets GL Standard or Above	138	15	34	80	3	6	0	0	59	6	50	12	3	99
# at Masters GL Standard	74	4	15	49	1	5	0	0	25	3	24	3	2	55
Total Tests	202	26	54	111	4	7	0	0	112	8	83	45	4	133
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	85%	76%	87%	86%	100%	86%			76%	86%	76%	58%	75%	86%
% at Meets GL Standard or Above	67%	48%	66%	73%	25%	71%			51%	71%	53%	38%	75%	72%
% at Masters GL Standard	35%	24%	26%	41%	0%	71%			22%	43%	25%	7%	25%	36%
Number of Tests														
# at Approaches GL Standard or Above	170	19	46	95	4	6	0	0	84	6	63	26	3	114
# at Meets GL Standard or Above	134	12	35	81	1	5	0	0	57	5	44	17	3	95
# at Masters GL Standard	70	6	14	45	0	5	0	0	24	3	21	3	1	47
Total Tests	200	25	53	111	4	7	0	0	111	7	83	45	4	132
Science														

Percent of Tests														
% at Approaches GL Standard or Above	80%	67%	91%	79%	100%	75%			69%	75%	81%	33%	0%	81%
% at Meets GL Standard or Above	40%	17%	45%	42%	0%	50%			23%	25%	27%	8%	0%	46%
% at Masters GL Standard	15%	17%	18%	13%	0%	25%			9%	0%	12%	0%	0%	19%
Number of Tests														
# at Approaches GL Standard or Above	48	4	10	30	1	3	0	0	24	3	21	4	0	30
# at Meets GL Standard or Above	24	1	5	16	0	2	0	0	8	1	7	1	0	17
# at Masters GL Standard	9	1	2	5	0	1	0	0	3	0	3	0	0	7
Total Tests	60	6	11	38	1	4	0	0	35	4	26	12	1	37

Chapel Park	Achievement								
Level	Year	3rd Rdg	4th Rdg	5th Rdg		3rd Mth	4th Mth	5th Mth	5th Sci
Approaches or Above	2024	88	80	89		81	80	89	78
	2023	87	87	86		84	82	95	77
Meets or Above	2024	68	56	70		60	58	75	39
	2023	68	66	77		51	59	65	51
Masters or Above	2024	29	27	55		30	38	34	16
	2023	30	33	37		33	34	28	28