

Killeen Independent School District
Pebbles Elementary School
2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Clubs and Organizations: Science Olympiad, Panther Honor Choir, Student Council, Battle of the Books, Panther of the Month Lunch, Panther Ambassadors .

Community Connections/Parent Engagement: Little Panthers Early Literacy, Panther of the Month Luncheon, Career Day, Family Projects (Character Pumpkin, Disguise a turkey, Catch a Leprechaun, Hershey Kisses), Barn Dance, Family Game Night, All information goes home to parents in both english and spanish.

Academic Family Events: Multicultural Family Night, Reading Night, Math Night, Science Night, Parent teacher Conferences, STAAR Action Conferences in the fall, Academic Awards (1st & 2nd Semester), Gifted and Talented Showcase,

Field Based Learning:

- PK: Topsey Ranch
- Kinder: Slice of Heaven Ranch
- 1st Grade: Mayborn Museum
- 2nd: Cameron Park Zoo
- 3rd: Mayborn Science Theater
- 4th: Inner Space Caverns
- 5th: Peaceable Kingdom

Attendance:

EB- 44.66%

SPED- 24.31%

At Risk- 68.77%

Eco Dis- 87.15%

GT- 2.77%

- Mobility: 30.3%
- Attendance Rates: 91.53%
- Tardies
 - 2022-2023- 4053
 - 2023-2024- 5406

School wide behavior incentives and cultural routines:

- Office Referrals
 - 2021-2022- 445
 - 2022-2023- 324
 - 2023-2024- 320
- The Campus Conduct Committee meets monthly to discuss discipline concerns and review effective classroom management strategies. The RtI committee discusses and supports positive behavior interventions for students with recurring behavior challenges.
- Campus staff have previously received training and implemented Restorative practices. For the 24-25 school year all campus staff will be trained and transition to implementing Capturing Kids Hearts across campus with fidelity.
- Good behavior incentives will be provided to students who are role models of meeting all campus behavioral expectations.
- Positive incentives in cafeteria earning paw prints for class chart, Brag board nominations for students who display perseverance and dedicated work habits, Treatment Agreements, Morning Circle

Safety:

Student safety is our number 1 priority. Safety procedures are put in place monthly and conducted to promote the safety and well being of all our students and staff. Killeen ISD requires all classroom doors to be locked at all times. In addition, our school has safety measures that require visitors to sign in at the office first before being allowed access to the rest of the school. All visitors must present a current state issued ID to be swiped in the SMART Check in syste. The campus has a threat assessment team that meets to review any possible threats to school safety and security.

RtI Process/Intervention:

Student achievement is measured through the use of assessments, STAAR, MAP, and CIRCLe assessments. The assessment results, both formative and summative, combined with the study of our curriculum documents and state standards, drive instruction and the decisions at Peebles. Based on the assessments results, we determine which students are in need of RtI intervention. Clear success criteria for performance assessments are need in order to determine the validity of the results and ensure that appropriate interventions are provided when needed.

- Master schedule included non-negotiable time set aside for interventions
- Peebles uses district provided research based interventions.
- RtI is implemented school wide; students with behavioral or academic needs.
- Instructional programs to meet the needs of all students: Gifted and Talented, English Language Learners, Dyslexia, BMU program, Special Education, Dual Language.

Instructional Goals:

- Our campus goal is to ensure that all students are provided rigorous tier 1 instruction derived from the Texas Standards while aggressively monitoring progress and intervening when needed.
- Ensure benchmark phonics is implemented consistently and with fidelity across grade levels
- Implement daily problem solving using model draw and math talk process with aligned, rigorous problems. This practice will improve problem solving skills across grade levels.
- Utilize the ARACE strategy from PK-5th grade to construct written responses.
- Ensure Summit K-12 is implemented consistently and with fidelity across all dual language, bilingual, and ESL classrooms.
- Incorporate hands on experiences in science by attending the science lab regularly.
- SPED teachers will maintain close communication with general education teachers and staff to ensure high quality instruction for our special education population while accommodating and modifying the curriculum.
- Provided enriched learning opportunities for our GT student population.

Goal 2: All student meet or exceed the Texas grade level standards in reading and writing

- **Campus Wide Data Tracking Binders-** CUA data protocols, Student folders, MAP, reading levels, sight word, letter recognition, writing portfolio.

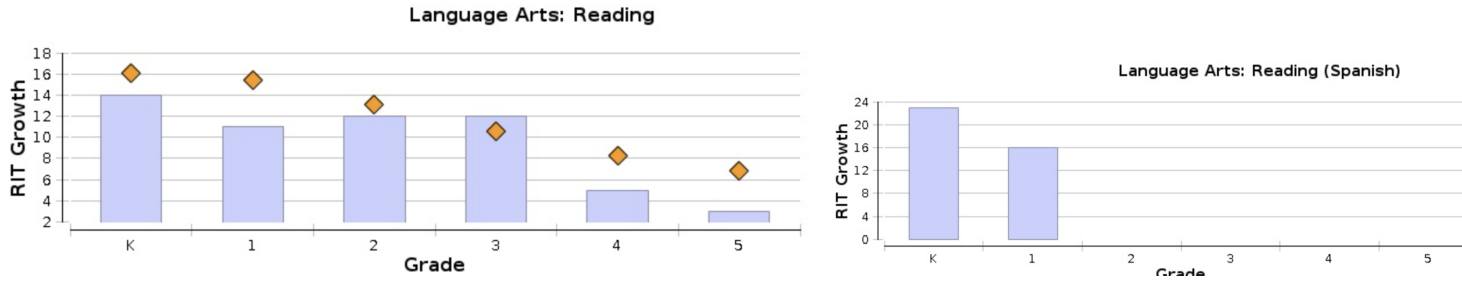
Literacy CIRCLE data: (PK Monolingual)

- Rapid Vocabulary- 75% of students meeting or on track
- Rapid Letter- 89% of students meeting or on track
- Phonological Awareness- 93% of students meeting or on track

Literacy CIRCLE data: (PK Bilingual)

- Letras Rapias- 84% of students meeting or on track
- Conciencia fonologica- 87% of students meeting or on track

MAP Reading Data (K-5th)



STAAR Reading Data (3rd-5th)

| Grade 3 Reading | | | | | | | | |
|-----------------|--------------|------|---------------------|------|----------------|------|---------|------|
| | Did Not Meet | | Approaches or Above | | Meets or Above | | Masters | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| District | 24% | 24% | 76% | 76% | 40% | 47% | 11% | 18% |
| Region | 25% | 27% | 75% | 73% | 47% | 45% | 16% | 17% |
| State | 24% | 25% | 76% | 75% | 50% | 49% | 20% | 21% |
| PEEBLES EL | 40% | 30% | 60% | 70% | 31% | 41% | 6% | 16% |

| Grade 4 Reading | | | | | | | | |
|-----------------|--------------|------|---------------------|------|----------------|------|---------|------|
| | Did Not Meet | | Approaches or Above | | Meets or Above | | Masters | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| District | 21% | 18% | 79% | 82% | 44% | 45% | 16% | 17% |
| Region | 23% | 20% | 77% | 80% | 44% | 45% | 17% | 17% |
| State | 23% | 19% | 77% | 81% | 48% | 51% | 22% | 23% |
| PEEBLES EL | 38% | 19% | 62% | 81% | 22% | 27% | 4% | 8% |

| Grade 5 Reading | | | | | | | | |
|-----------------|--------------|------|---------------------|------|----------------|------|---------|------|
| | Did Not Meet | | Approaches or Above | | Meets or Above | | Masters | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| District | 19% | 22% | 81% | 78% | 53% | 51% | 22% | 24% |
| Region | 20% | 23% | 80% | 77% | 53% | 50% | 24% | 24% |
| State | 29% | 22% | 81% | 78% | 57% | 54% | 28% | 29% |
| PEEBLES EL | 38% | 41% | 62% | 59% | 38% | 27% | 16% | 11% |

Goal 3: All student meet or exceed the Texas grade level standards in math

- Campus Wide Data Tracking Binders- CUA data protocols, Student folders, MAP, STMath, fluency facts

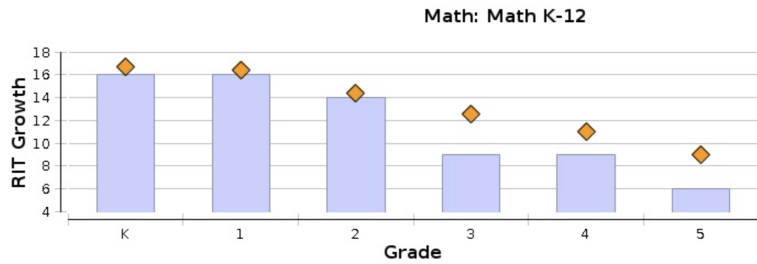
Math CIRCLE data (PK Monolinugal)

Overall Math- 93% of students meeting or on track

Math CIRCLE data (PK Dual Language)

Matematicas- 90% of students meeting or on track

Math MAP Data (K-5th)



Math STAAR data (3rd-5th)

| | Grade 3 Math | | | | | | | |
|------------|--------------|------|---------------------|------|----------------|------|---------|------|
| | Did Not Meet | | Approaches or Above | | Meets or Above | | Masters | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| District | 28% | 30% | 72% | 70% | 40% | 41% | 15% | 13% |
| Region | 29% | 32% | 71% | 68% | 41% | 39% | 16% | 13% |
| State | 27% | 31% | 73% | 69% | 45% | 41% | 19% | 15% |
| PEEBLES EL | 27% | 42% | 73% | 68% | 21% | 38% | 6% | 12% |

| | Grade 4 Math | | | | | | | |
|------------|--------------|------|---------------------|------|----------------|------|---------|------|
| | Did Not Meet | | Approaches or Above | | Meets or Above | | Masters | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| District | 34% | 35% | 66% | 65% | 40% | 39% | 16% | 16% |
| Region | 34% | 36% | 66% | 64% | 42% | 40% | 17% | 17% |
| State | 29% | 32% | 71% | 68% | 48% | 45% | 22% | 21% |
| PEEBLES EL | 60% | 38% | 40% | 62% | 12% | 33% | 3% | 11% |

| | Grade 5 Math | | | | | | | |
|------------|--------------|------|---------------------|------|----------------|------|---------|------|
| | Did Not Meet | | Approaches or Above | | Meets or Above | | Masters | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| District | 23% | 27% | 77% | 73% | 45% | 45% | 15% | 15% |
| Region | 21% | 27% | 79% | 73% | 48% | 45% | 18% | 15% |
| State | 20% | 24% | 80% | 76% | 51% | 49% | 21% | 19% |
| PEEBLES EL | 36% | 45% | 64% | 55% | 28% | 23% | 10% | 4% |

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

- At Risk students are monitored and tracked
- RtI is implemented with fidelity and additional assessments are requested if needed
- End of Year grade committee review

Student Success Strengths

CIRCLE:

Rapid letter naming english at 89% and Spanish at 84%

Phonological Awareness english at 93% and Spanish at 87%

Math overall for both english and Spanish is above 90%

MAP Growth:

- 45% of all grade levels showed math growth.
- 40% of all grade levels showed reading growth.

STAAR:

- All grade levels from 3rd-5th grade approaches grew from 59.74% to 70% in reading.
- All grade levels from 3rd-5th grade masters grew from 8.61% to 11.66% in reading.
- All grade levels from 3rd-5th grade approaches grew from 57.34% to 58.33% in math.
- All grade levels from 3rd-5th grade meets grew from 19.32% to 31.33% in math.
- All grade levels from 3rd-5th grade masters grew from 5.43% to 9% in math.
- 3rd grade and 4th grade grew in all areas from approaches to masters in reading.
- 4th grade math grew in all areas from approaches to masters.

School Safety, Environment, and Connectedness (Parent Survey)

- 93%- School promptly respns to phone calls messages and/or emails
- 93%- As a parent I feel welcomed and respected at this school
- 98%- This school provides a safe campus for students, parents, and staff.

Problem Statements Identifying Student Success Needs

Problem Statement 1: On RLA STAAR, 5th grade students scoring in the approaches, meets and masters categories declined from the previous year. Students scoring 0's on the

writing SCR was 42% for 3rd grade, 43% for 4th grade and 70% for 5th grade. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.

Problem Statement 2: On Math STAAR, 3rd grade scoring in the approaches declined from the previous year. 5th grade scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups with fidelity.

Problem Statement 3: Special Education students showed less academic growth on average than their peers in both MAP data and STAAR data. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Special program teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.

Problem Statement 5: The attendance rate for the 2023-2024 school year was 91.37%. **Root Cause:** Absent students missed Tier 1 instruction and excessive absences led to learning loss.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Some students need remediation and intervention beyond the daily intervention block.

Problem Statement 7: Discipline referrals decreased in 2023-2024 compared to the previous three years. There is a need to continue efforts that support this positive trend. **Root Cause:** Historical data from School Year (SY) 2021-24 shows a 17% drop in the discipline due to the increased teacher-student relationship building with the implementation of morning circles and restorative discipline.

Problem Statement 8: There is a need to establish clear and consistent success criteria for all assessments in all grade levels. **Root Cause:** Teachers need support and adequate training on how to develop and implement success criteria. Without clear understanding, teachers may struggle to create meaningful and measurable criteria.

Problem Statement 9: Campus leadership and teachers need professional development to develop the capacity to plan for rigorous aligned collaborative and independent tasks. **Root Cause:** Ongoing curriculum changes and student needs require continued PD for the instructional leadership team. Leaders need to remain innovative and responsive to the needs of the campus.

Problem Statement 10: PK Vocabulary was at 75% **Root Cause:** Students need a consistent, systematic and sequential routine for daily vocabulary instruction.

Problem Statement 11: PK dual language vocabulario rapido was at 61%. **Root Cause:** Students need a consistent, systematic and sequential routine for daily vocabulary instruction.

Problem Statement 12: 2% of Peebles students qualify as gifted and talented. **Root Cause:** Gifted and talented students need opportunities to work with their peers and expand their thinking.

Problem Statement 13: On Science STAAR, 5th grade scoring in the approaches, meets and masters categories declined from the previous year. 50% of 5th grade students scored below the 40% in MAP EOY. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels.

Problem Statement 14: Inconsistent seating arrangements across campus. The campus needs additional seating options in all classrooms. **Root Cause:** The lack of transitional seating options create student distraction and limit engagement.

Problem Statement 15: 40% of Kinder students scored below the 40% on the EOY MAP reading and 26% of kinder bilingual score below the 40% in reading Spanish. **Root Cause:** Over reliance on Unit PA's instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy and sentence stems.

Problem Statement 16: 50% of 1st grade students scored below the 40% on the EOY MAP reading and 52% of kinder bilingual scored below the 40% in reading Spanish. **Root Cause:** Over reliance on Unit PA's instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy and sentence stems.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

| Key Strategic Action 1 Details |
|---|
| <p>Key Strategic Action 1: As a campus we will implement and monitor Capturing Kid's Hearts in every classroom in order to support the social/emotional well-being of the students. This training will foster relationship building and empower all students to take ownership of their behavior. Staff will create a Social Contract to be used for all PLC's and staff meeting throughout the year.</p> <p>Progress Measure (Lead): This training will foster relationship building and empower all students to take ownership of their behavior.</p> <p>Outcome Measure (Lag): Peebles will see a decrease of 5% in discipline referrals in the 24-25 school year.</p> <p>Dates/Timeframes: 2024-2025 School Year</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselors</p> <p>Collaborating Departments: Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 7</p> <p>Funding Sources: Incentives - 166 - State Comp Ed - 166.11.6498.00.109.30.AR0 - \$324</p> |

Key Strategic Action 2 Details

Key Strategic Action 2: Students in 3-5 will have the chance to engage socially with their peers through after-school clubs, fostering friendships, confidence, and communication skills while enhancing their academic abilities. Clubs will include, but are not limited to, Science Olympiad, Recorder Club, Sports Club, Book Club, and Student Council.

Progress Measure (Lead): Performances or products orchestrated or created by clubs; rosters turned in to counselors.

Outcome Measure (Lag): Increased attendance rate and leadership skills.

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: Principal, AP, Counselors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 5

Funding Sources: Club Supplies for student use - 211 - ESEA, Title I Part A - 211.11.6299.00.109.30.000 - \$500, Awards - 166 - State Comp Ed - 166.11.6498.00.109.30.AR0 - \$400

Key Strategic Action 3 Details

Key Strategic Action 3: Maintain daily attendance by implementing a monthly incentive program, with additional recognition at the nine-week mark for perfect attendance. The RAAWEE system will be used to track absences and tardies.

Progress Measure (Lead): * Perfect Attendance awards - Per Semester

* Monthly perfect attendance celebrations- RAAWEE

Outcome Measure (Lag): Reduce absenteeism and tardies by 10% from the 2023-2024 school year.

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: Principal, AP

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 5

Funding Sources: Awards - 211 - ESEA, Title I Part A - 211.11.6498.00.109.30.000 - \$500

Key Strategic Action 4 Details

Key Strategic Action 4: Peebles will strengthen partnerships with families and the community by hosting academic and culturally focused family nights to enhance student achievement across all content areas. To better equip families to support their students with the curriculum, additional training sessions will be offered during the school day.

Progress Measure (Lead): We will host 6 family nights throughout the year.

*3 curriculum strategy sessions

*2 Special Program info sessions

*1 fine arts session

*Little Panthers 2x weekly

Outcome Measure (Lag): We will show an increase in attendance for parent involvement by 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP's, CIC

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 6

Funding Sources: Snacks for Family Nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.109.24.PAR - \$1,000, Materials for parent sessions and family nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.109.24.PAR - \$1,070, Snacks for Little Panthers - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.109.24.PAR - \$300, Supplies for Little Panthers - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.109.24.PAR - \$300

Key Strategic Action 5 Details

Key Strategic Action 5: Teachers will provide meaningful learning experiences for all students in all core instruction areas. Students' background knowledge and engagement will be improved through quality educational real world experiences outside of the classroom. These field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting.

Progress Measure (Lead): Ensure that selected field trip locations directly align with and enhance the curriculum being taught in the classroom. Follow up post field trip activities in the classroom.

Outcome Measure (Lag): Each grade level will have a field based experience by April 2025.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Principal, Ap's,

Collaborating Departments: CIC, GLL

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 13, 15

Funding Sources: Buses for field base experiences - 166 - State Comp Ed - 166.11.6494.00.109.30.AR0 - \$8,000, Entry fees for field base experiences - 166 - State Comp Ed - 166.11.6412.00.109.30.AR0 - \$5,000

Key Strategic Action 6 Details

Key Strategic Action 6: Gifted and Talented students will participate in pull-out enrichment each week that will focus on critical thinking, problem-solving and activities which promote a high-level of rigor. Students will be provided with meaningful learning experience outside the school to build out of the box thinking through real world experiences.

Progress Measure (Lead): Students check in weekly with the G/T coordinator to show findings, provide feedback, and showcase their projects at the end of the year.

Outcome Measure (Lag): G/T projects will be presented to parents, staff, and other students at the end of year.

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: Principal, AP's, GT Coordinator

Collaborating Departments: Teachers

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 12

Funding Sources: Supplies for TPSP Projects - 177 - Gifted/Talented - 177.11.6399.00.109.21.000 - \$1,167, Entry for Field Based Instruction - 177 - Gifted/Talented - 177.11.6494.00.109.21.000 - \$2,000, Entry fee for Field Based Instruction - 177 - Gifted/Talented - 177.11.6412.00.109.21.000 - \$1,800

Key Strategic Action 7 Details

Key Strategic Action 7: Peebles counselors will provide whole class, small group and/or individualized guidance lessons regarding social skills.

Progress Measure (Lead): *Red Ribbon Week

*Star Student Luncheon

* Bullying Prevention

* Drug Awareness

* Safe student interaction

Outcome Measure (Lag): By the end of the 2025 School Year, referrals will show a decrease of 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Counselors, Principal, AP's

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 5, 7

Funding Sources: Awareness Campaigns - 211 - ESEA, Title I Part A - 211.11.6498.00.109.30.000 - \$500, Character Trait Assemblies/ Presentations - 211 - ESEA, Title I Part A - 211.11.6299.00.109.30.000 - \$4,000

Key Strategic Action 8 Details

Key Strategic Action 8: Increase flexible seating options to ensure that all students are successful in class.

Progress Measure (Lead): Regularly collect feedback from teachers and students on seating needs and preferences to inform decisions.

Outcome Measure (Lag): By May 2025, student seating options in classrooms will increase by 10%

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: CIC, Principal

Collaborating Departments: Teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 14

Funding Sources: Supplemental Student flexible seating chairs/tables - 211 - ESEA, Title I Part A - 211.11.6393.00.109.30.000 - \$8,000

Key Strategic Action 9 Details

Key Strategic Action 9: Teachers, assistant principal, and principal will attend reading and writing, math, and science conferences provided by local service centers such as Region 12 in order to develop deeper understandings to increase student achievement. Teachers will work to develop and facilitate collaborative grade level learning practices and strategies across vertical and horizontal instructional learning teams.

Progress Measure (Lead): Teachers and leadership will have an understanding of curriculum in order to help students stay engaged during the learning day.

Outcome Measure (Lag): Increase in understanding of the curriculum and engagement for students for an increase in unit assessments, benchmarks, MAP, and STAAR.

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: Principal, AP's, CIS/CIC

Collaborating Departments: Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 2: Strategic Staffing

Problem Statements: Student Success 4, 8, 9

Funding Sources: Conferences/Professional Development - 211 - ESEA, Title I Part A - 211.13.6411.00.109.30.000 - \$20,000, Conference/Professional Development - 211 - ESEA, Title I Part A - 211.23.6411.00.109.30.000 - \$4,233

Goal 1 Problem Statements:

Student Success

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Student Success

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Problem Statement 14: Inconsistent seating arrangements across campus. The campus needs additional seating options in all classrooms. **Root Cause:** The lack of transitional seating options create student distraction and limit engagement.

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Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: All teachers and students will track their own progress in reading and reflect on their growth throughout the year.

Progress Measure (Lead): Teachers and students will utilize blue folders and teacher binders to track data. ex. MAP, ISIP, benchmark, progress checks, and STAAR.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 20% growth to 40% in PA

All grades will increase MAP scores from 40% to 55%

STAAR Meets on Reading in 3rd grade will increase from 42% to 50%

STAAR Meets on Reading in 4th grade will increase from 27% to 35%

STAAR Meets on Reading in 5th grade will increase from 26% to 35%

Dates/Timeframes: 2024-2025 School year

Staff Responsible for Monitoring: Principal, AP's, CIC/CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 4, 8

Funding Sources: Blue Folders (prong) and Binders - 211 - ESEA, Title I Part A - 211.11.6399.00.109.30.000 - \$1,000, Ink for printing data - 211 - ESEA, Title I Part A - 211.11.6394.00.109.30.000 - \$260, Printer and ink for printing data - 166 - State Comp Ed - 166.11.6398.00.109.30.AR0 - \$690, Paper for printing data - 211 - ESEA, Title I Part A - 211.11.6399.00.109.30.000 - \$1,000

Key Strategic Action 2 Details

Key Strategic Action 2: The grade level teachers will provide ELAR/SLAR instruction that includes research-based best practices which integrate graphic organizers, anchor charts, word walls, intervention and the ARACE strategy to enhance learning and student understandings of learning standards. Teachers will utilize rubrics to support students with constructed responses.

Progress Measure (Lead: Writable Data

ARACE model

Student Work Protocol

Outcome Measure (Lag): By the end of the 2025 school year, 50% of students will score a 1 or above on the STAAR constructed response.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Principal, AP's, CIS/CIC, Teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 4, 8, 10, 11

Funding Sources: Color Printer for Dual Language Teachers - 165/B10 - Bilingual - 165.11.6398.00.109.25.B10 - \$1,700, Ink for Color Printer - 165/B10 - Bilingual - 165.11.6399.00.109.25.B10 - \$1,000, Card stock for printing - 165/B10 - Bilingual - 165.11.6399.00.109.25.B10 - \$500, Paper for printing - 165/B10 - Bilingual - 165.11.6399.00.109.25.B10 - \$500

Key Strategic Action 3 Details

Key Strategic Action 3: Quality, rigorous tier one instruction that is aligned to grade-level standards has not been consistently implemented, as shown by poor MAP growth and STAAR performance in reading. Teachers need time to plan and internalize lessons together at levels deeper than they are able to in weekly planning. Substitute teachers will be brought in to allow grade levels to spend several days (over the course of the year) to collaborate, internalize standards, and disaggregate and analyze student data.

Progress Measure (Lead): Provide the necessary resources and support to ensure effective internalization of planning.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 20% growth to 40% in PA

All grades will increase MAP scores from 40% to 55%

STAAR Meets on Reading in 3rd grade will increase from 42% to 50%

STAAR Meets on Reading in 4th grade will increase from 27% to 35%

STAAR Meets on Reading in 5th grade will increase from 26% to 35%

Dates/Timeframes: 5 times within the 24-25 school year

Staff Responsible for Monitoring: Principal, AP's, CIS/CIC

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3, 4, 8, 10, 11, 13

Funding Sources: Subs for planning days - 211 - ESEA, Title I Part A - 211.11.6112.00.109.30.000 - \$10,000

Key Strategic Action 4 Details

Key Strategic Action 4: The librarian will provide small group support for students struggling in reading. This includes integrating visual aides, academic vocabulary games and hands-on tasks. Additional targeted support will be provided to white and special education student groups.

Progress Measure (Lead): The librarian will collaborate with grade levels over PBL imbedded in SAAVAS to better support our student internalization of research.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 20% growth to 40% in PA

All grades will increase MAP scores from 40% to 55%

STAAR Meets on Reading in 3rd grade will increase from 42% to 50%

STAAR Meets on Reading in 4th grade will increase from 27% to 35%

STAAR Meets on Reading in 5th grade will increase from 26% to 35%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP's

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 10, 11

Funding Sources: Librarian (0.5) - 211 - ESEA, Title I Part A - 211.12.6119.00.109.30.000 - \$41,574

Key Strategic Action 5 Details

Key Strategic Action 5: ELL teacher will support EB students in both "push-in" and "pull-out" instructional settings in ELAR core subjects. EB/Bilingual teachers will attend Professional Development to learn strategies to assist with vocabulary development. Academic content vocabulary will be pre-taught whenever possible as well as spiraling through previous content to check for mastery. Summit K-12 will be used to provide students will additional support with reading, writing, listening, and speaking.

Progress Measure (Lead): Summit K-12 will be used with fidelity.

Outcome Measure (Lag): EB students will meet their protected growth in MAP or STAAR will increase in all tested subject areas by 10%.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP's, CIC

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 4, 8, 10

Funding Sources: Instructional supplies for EB learners - 165/ES0 - ELL - 165.11.6399.00.109.25.ES0 - \$1,260, PD For EB Teachers - 165/BIO - Bilingual - 165.13.6411.00.109.25.BIO - \$5,550, Headphones for testing - 165/BIO - Bilingual - 165.11.6399.00.109.25.BIO - \$400

Key Strategic Action 6 Details

Key Strategic Action 6: Online services (BrainPOP, BrainPOP Jr, and Pebbles Go) will be utilized to provide a supplemental visual, research safe platform and interactive learning experience to support student understanding in reading, social studies and science.

Progress Measure (Lead): Quizzes will be used to check for understanding and differentiate instruction.

Outcome Measure (Lag): STAAR Meets on Reading in 3rd grade will increase from 42% to 50%

STAAR Meets on Reading in 4th grade will increase from 27% to 35%

STAAR Meets on Reading in 5th grade will increase from 26% to 35%

STAAR Meets on science will increase from 7% to 25%

Dates/Timeframes: Weekly

Staff Responsible for Monitoring: Principal, AP's, CIC/CIS

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 1, 3, 4, 13

Funding Sources: BrainPop and BrainPop Jr School wide Licenses - 166 - State Comp Ed - 166.11.6299.OL.109.30.AR0 - \$4,095, Pebble Go - 166 - State Comp Ed - 166.11.6299.OL.109.30.AR0 - \$400

Key Strategic Action 7 Details

Key Strategic Action 7: An After School Academy will be established to provide tutoring and instructional support to support struggling students.

Progress Measure (Lead): Students will have time to process grade level TEKS in smaller groups after school.

Outcome Measure (Lag): Reading MAP overall will increase from 40% to 55%

STAAR Meets on Reading in 3rd grade will increase from 42% to 50%

STAAR Meets on Reading in 4th grade will increase from 27% to 35%

STAAR Meets on Reading in 5th grade will increase from 26% to 35%

Dates/Timeframes: Weekly

Staff Responsible for Monitoring: Principal, AP's, CIS/CIC

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 1, 4, 6, 13

Funding Sources: Supplies for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.109.30.000 - \$1,000, Snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.109.30.000 - \$1,000, Supplies for after school tutoring - 165/BIO - Bilingual - 165.11.6399.00.109.25.BIO - \$500, Think Up books for tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.109.30.000 - \$4,000

Key Strategic Action 8 Details

Key Strategic Action 8: The campus will implement small group reading instruction to deepen student understanding of reading and writing standards. Students will interact with previously taught concepts and skills in multiple formats and through regular spiral review.

Progress Measure (Lead): Monitor how often previously taught concepts and skills are reviewed and reinforced during small group instruction.

Outcome Measure (Lag): PK EOY Circle will increase Phonological awareness from 20% to 40%

All grades levels will increased EOY MAP from 40% to 55%

STAAR Meets on Reading in 3rd grade will increase from 42% to 50%

STAAR Meets on Reading in 4th grade will increase from 27% to 35%

STAAR Meets on Reading in 5th grade will increase from 26% to 35%

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Principal, AP's, CIS/CIC

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 1, 3, 4, 10, 11

Funding Sources: Spiral Review reading material for EB learners - 165/BI0 - Bilingual - 165.11.6329.00.109.25.BI0 - \$1,500, Spiral Review reading material for at risk learners - 211 - ESEA, Title I Part A - 211.11.6329.00.109.30.000 - \$4,000, Printer for printing IStation Small group material - 166 - State Comp Ed - 166.11.6398.00.109.30.AR0 - \$690, Ink for printer - 166 - State Comp Ed - 166.11.6399.00.109.30.AR0 - \$260

Key Strategic Action 9 Details

Key Strategic Action 9: Dual Language students will have experiences in their classrooms to be able to connect their learning with reading and writing.

Progress Measure (Lead): DL students will have hands on experiences to build background knowledge to connect with their learning.

Outcome Measure (Lag): PK Circle Vocabulary will increase from

Kinder MAP will increase from

Dates/Timeframes: Weekly

Staff Responsible for Monitoring: Principal, AP's, CIS/CIC

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 11, 15

Funding Sources: Supplies for experiences in the classroom - 165/BI0 - Bilingual - 165.11.6399.00.109.25.BI0 - \$2,000

Goal 2 Problem Statements:

Student Success

Problem Statement 1: On RLA STAAR, 5th grade students scoring in the approaches, meets and masters categories declined from the previous year. Students scoring 0's on the writing SCR was 42% for 3rd grade, 43% for 4th grade and 70% for 5th grade. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.

Problem Statement 2: On Math STAAR, 3rd grade scoring in the approaches declined from the previous year. 5th grade scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups with fidelity.

Problem Statement 3: Special Education students showed less academic growth on average than their peers in both MAP data and STAAR data. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Special program teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Some students need remediation and intervention beyond the daily intervention block.

Problem Statement 8: There is a need to establish clear and consistent success criteria for all assessments in all grade levels. **Root Cause:** Teachers need support and adequate training on how to develop and implement success criteria. Without clear understanding, teachers may struggle to create meaningful and measurable criteria.

Problem Statement 10: PK Vocabulary was at 75% **Root Cause:** Students need a consistent, systematic and sequential routine for daily vocabulary instruction.

Problem Statement 11: PK dual language vocabulario rapido was at 61%. **Root Cause:** Students need a consistent, systematic and sequential routine for daily vocabulary instruction.

Problem Statement 13: On Science STAAR, 5th grade scoring in the approaches, meets and masters categories declined from the previous year. 50% of 5th grade students scored below the 40% in MAP EOY. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels.

Problem Statement 15: 40% of Kinder students scored below the 40% on the EOY MAP reading and 26% of kinder bilingual score below the 40% in reading Spanish. **Root Cause:** Over reliance on Unit PA's instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy and sentence stems.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: Quality, rigorous tier one instruction that is aligned to grade-level standards has not been consistently implemented, as shown by poor MAP growth and STAAR performance in math. Teachers need time to plan and internalize lessons together at levels deeper than they are able to in weekly planning. Substitute teachers will be brought in to allow grade levels to spend several days (over the course of the year) to collaborate, internalize standards, and disaggregate and analyze student data.

Progress Measure (Lead): Provide the necessary resources and support to ensure effective internalization of planning.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 55% to 70%

All grades will increase MAP scores from 52% to 65%

STAAR Meets on Math in 3rd grade will increase from 38% to 48%

STAAR Meets on Math in 4th grade will increase from 33% to 43%

STAAR Meets on Math in 5th grade will increase from 23% to 38%

Dates/Timeframes: 5 times within the 24-25 school year

Staff Responsible for Monitoring: Principal, AP's, CIS/CIC

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2, 3, 8

Key Strategic Action 2 Details

Key Strategic Action 2: To support teachers in the work of data disaggregation and deep dives into student work, a Curriculum Instructional Specialist will help teachers to provide targeted math interventions and support for students.

Progress Measure (Lead): Provide the necessary resources and support to ensure effective internalization of planning.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 55% to 70%

All grades will increase MAP scores from 52% to 65%

STAAR Meets on Math in 3rd grade will increase from 38% to 48%

STAAR Meets on Math in 4th grade will increase from 33% to 43%

STAAR Meets on Math in 5th grade will increase from 23% to 38%

Dates/Timeframes: Daily

Staff Responsible for Monitoring: Principal, AP's

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Success 2, 3

Funding Sources: CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.109.30.000 - \$75,695

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers will analyze data from math unit assessments in order to identify students' strengths and deficiencies and allow teachers to design intervention that best meets students needs. This analysis would also be used to identify students who would benefit from after-school tutoring.

Progress Measure (Lead): *Progress Checks

*Quick Checks

*Benchmark every 9 weeks

Outcome Measure (Lag): Number of students in after school tutoring that pass the Math STAAR test, and the percentage of students that made a years growth will increase.

STAAR Meets on Math in 3rd grade will increase from 38% to 48%

STAAR Meets on Math in 4th grade will increase from 33% to 43%

STAAR Meets on Math in 5th grade will increase from 23% to 38%

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Principal, AP's, CIC, Teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 2, 3

Key Strategic Action 4 Details

Key Strategic Action 4: The campus will implement small group guided math to deepen student understanding of math standards. Students will interact with previously taught concepts and skills in multiple formats and through regular spiral review with daily math problems.

Progress Measure (Lead): Monitor how often previously taught concepts and skills are reviewed and reinforced during small group instruction. Ensure that teachers prepare and use diverse instructional materials and activities to address different math standards.

Outcome Measure (Lag): By May 2025:

PK EOY Circle will increase from 55% to 70%

All grades will increase MAP scores from 52% to 65%

STAAR Meets on Math in 3rd grade will increase from 38% to 48%

STAAR Meets on Math in 4th grade will increase from 33% to 43%

STAAR Meets on Math in 5th grade will increase from 23% to 38%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP's, CIC

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 2, 3

Funding Sources: Labels for problem solving - 211 - ESEA, Title I Part A - 211.11.6299.00.109.30.000 - \$500

Goal 3 Problem Statements:

Student Success

Problem Statement 2: On Math STAAR, 3rd grade scoring in the approaches declined from the previous year. 5th grade scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups with fidelity.

Problem Statement 3: Special Education students showed less academic growth on average than their peers in both MAP data and STAAR data. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 8: There is a need to establish clear and consistent success criteria for all assessments in all grade levels. **Root Cause:** Teachers need support and adequate training on how to develop and implement success criteria. Without clear understanding, teachers may struggle to create meaningful and measurable criteria.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: Counselors will provide experiences to encourage career readiness, discourage dropouts, and build background experiences for students. Community members will be invited to participate in a career day for intermediate students.

Progress Measure (Lead): Help students understand different careers within our community.

Outcome Measure (Lag): Students will be encouraged by the community members as they look forward to something they can do as they get older.

Dates/Timeframes: Spring 2025

Staff Responsible for Monitoring: Principal, AP's, Counselors

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 5

Key Strategic Action 2 Details

Key Strategic Action 2: Struggling students will be referred to Multi-Tiered Systems of Support(MTSS). MTSS are implemented and monitored monthly for effectiveness for students that fall below the 31% on the MAP universal screener. Evidence-based interventions will be put into place to address the gaps in learning and will be monitored by the committee.

Progress Measure (Lead): *SSRS Reports

- * MTSS Meeting Minutes
- *MAP data
- *ISIP data
- *Progress Reports and Report Cards

Outcome Measure (Lag): Increase in student achievement MAP will increase

STAAR Meets on Math in 3rd grade will increase from 38% to 48%
STAAR Meets on Math in 4th grade will increase from 33% to 43%
STAAR Meets on Math in 5th grade will increase from 23% to 38%

STAAR Meets on Reading in 3rd grade will increase from 42% to 50%
STAAR Meets on Reading in 4th grade will increase from 27% to 35%
STAAR Meets on Reading in 5th grade will increase from 26% to 35%

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal, AP's, CIC, Teachers

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 1, 2, 3, 13

Funding Sources: Printer for PLC Room - 166 - State Comp Ed - 166.11.6398.00.109.30.AR0 - \$690, Ink for PLC Printer - 166 - State Comp Ed - 166.11.6394.00.109.30.AR0 - \$260, Paper for printing documentation - 166 - State Comp Ed - 166.11.6399.00.109.30.AR0 - \$500

Key Strategic Action 3 Details

Key Strategic Action 3: Grade-level aides will be funded to support students across each grade, providing targeted small-group instruction to help struggling students improve academically.

Progress Measure (Lead): Small group instruction and WIN Time

Outcome Measure (Lag): Increase in grades as needs are met for the students.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Principal, AP's, CIC, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: Student Success 4

Funding Sources: Instructional Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.109.30.000 - \$80,338, Instructional Aides - 166 - State Comp Ed - 166.11.6129.00.109.30.ARO - \$36,991

Goal 4 Problem Statements:

Student Success

Problem Statement 1: On RLA STAAR, 5th grade students scoring in the approaches, meets and masters categories declined from the previous year. Students scoring 0's on the writing SCR was 42% for 3rd grade, 43% for 4th grade and 70% for 5th grade. **Root Cause:** Over reliance on Unit MAP/CUAs instead of a clear understanding of standard specificity and rigor. Need for specific feedback across grade level in writing conferences with students using the ARACE strategy.

Problem Statement 2: On Math STAAR, 3rd grade scoring in the approaches declined from the previous year. 5th grade scoring in the approaches, meets and masters categories declined from the previous year. **Root Cause:** There was a lack of follow-through on spiraling content and small guided math groups with fidelity.

Problem Statement 3: Special Education students showed less academic growth on average than their peers in both MAP data and STAAR data. **Root Cause:** Need for increased collaboration and streamlined scheduling to ensure students are not missing Tier 1 grade level content due to services.

Problem Statement 4: There is a need to differentiate the type, frequency and intensity of intervention support in order to meet the varied needs of all students. **Root Cause:** Special program teachers need clear understanding of vertical alignment, accommodations and modifications that will challenge the students and ensure growth toward mastery of grade level standards.

Problem Statement 5: The attendance rate for the 2023-2024 school year was 91.37%. **Root Cause:** Absent students missed Tier 1 instruction and excessive absences led to learning loss.

Problem Statement 13: On Science STAAR, 5th grade scoring in the approaches, meets and masters categories declined from the previous year. 50% of 5th grade students scored below the 40% in MAP EOY. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.