

# **Killeen Independent School District**

## **Maxdale Elementary School**

**2024-2025**

**Accountability Rating: C**

# Mission Statement

We will teach expertly to ensure all students learn at high levels.

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

The campus has aligned its goals with the District Goals. The campus has identified the following beliefs and practices around Priority 1.

### **PRIORITY 1: Student Success Goals**

**WHY:** We recognize the importance of creating a climate and culture that supports and embraces the power of connectedness and collaboration within our professional learning community. When students experience safety, care, and a sense of belonging they feel empowered to actively participate in their own learning outcomes. We recognize that these connections and the positive relationships they build within school best sets students up for both academic and social/behavioral success now and in the future. Likewise, when teachers engage in continual job-embedded learning and collaborative work to define, assess, and respond to what students must learn in math and literacy, we as a professional learning community can best fulfill our campus mission and achieve desired learner outcomes.

**WHAT:** As a professional learning community (PLC), we work to establish exceptional school-wide systems and practices to

- support citizenship, character-building, and caring relationships throughout campus;
- pursue our shared campus vision, mission, values, and goals as we maintain a focus on learning for all, collaboration, and measurable results;
- implement clearly defined team collaboration and take collective responsibility for student success in reading, writing, math, and science;
- create a learning culture that prepares students to be life-ready citizens, scholars, and leaders.

**HOW:**

### **Goal 1.1: Pathways for All students to build connections**

Through the leadership of the campus Guiding Coalition and input of the Campus Conduct & Safety Task Force we have worked to create pathways for our scholars to experience connectedness and citizenship throughout the campus, inside their classrooms, and within the community:

- Pathway 1: School Attendance
- Pathway 2: Safe and Orderly School-Wide Environment through Positive Behavior Intervention Support (PBIS)
- Pathway 3: Classroom Community-Building Capturing Kids Hearts
- Pathway 4: Participation in school-wide events
- Pathway 5: Membership in after-school clubs
- Pathway 6: Community Outreach

### **Goal 1.2: All students meet or exceed the Texas grade level standards in reading and writing.**

Through the leadership of the campus Guiding Coalition and input of the Literacy and Science Committee Task Forces we have worked to establish and strengthen our practices within each of our six PLC systems, which are aimed at creating the conditions for student success:

- System 1: Culture of Universal Achievement-Members of our professional learning community work with the belief that all students can learn at high levels (grade level or above) through the ongoing learning, instructional expertise, and intentional efforts of teachers/staff, students, and parents.

- System 2: Collaboration-Teachers work together in collaborative teacher teams formed based on their common essential standards, goals, and expected learning outcomes.
- System 3: Standards Alignment-Collaborative teacher teams use the R.E.A.L criteria to identify, define, and describe the essential learning standards and outcomes in reading and writing.
- System 4: Assessment-Teachers utilize universal screeners and additional measures of foundational reading skills to inform students are ready for extension of the learning.

**Goal 1.3: All students meet or exceed the Texas grade level standards in math.**

Through the leadership of the campus Guiding Coalition and input of the Math Committee Task Forces we have worked to establish and strengthen our practices within each of our six PLC systems, which are aimed at creating the conditions for student success:

- System 1: Culture of Universal Achievement-Members of our professional learning community work within the belief that all students can learn at high levels (grade level or above) through the ongoing learning, instructional expertise, and intentional efforts of teachers/staff, students, and parents.
- System 2: Collaboration-Teachers work together in collaborative teacher teams formed based on their common essential standards, goals, and expected learning outcomes.
- System 3: Standards Alignment-Collaborative teacher teams use the R.E.A.L criteria to identify, define, and describe the essential learning standards and outcomes in math.
- System 4: Assessment-Teachers design pre-assessments to inform the formation of differentiated small math groups along with both common formative and summative assessments of learning.
- System 5: Data Management-Using review and data analysis protocols, collaborative teacher teams and learning leaders analyze common assessment data to reflect on their teaching process & practice, determine learning proficiency of the essential standards, and to inform next steps in their instruction.
- System 6: Intervention-Through the analysis of common assessment data, teachers and intervention staff determine which learners need additional time and support interventions and which students are ready for extension of the learning.

**Goal 1.4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.**

Within System 1, Culture of Universal Achievement, the campus community emphasizes a collegebound culture through planned college conversations, infusion of College and Career Readiness skills, school-wide college symbolism, and College Days.

**Student Success Strengths**

Items in green indicate areas of growth or accomplishment around student academic achievement goals for 2024.

**Academic Data Summary**

**Grades 3-5 2024 STAAR DATA w/ 2023 Historical Data**

|                     | Grade 3 |      | Grade 4 |      | Grade 5 |      |
|---------------------|---------|------|---------|------|---------|------|
|                     | Reading |      |         |      |         |      |
|                     | 2023    | 2024 | 2023    | 2024 | 2023    | 2024 |
| <b>Did Not Meet</b> | 29      | 23   | 18      | 19   | 32      | 31   |
| <b>Approaches</b>   | 71      | 77   | 82      | 81   | 68      | 69   |

|                | Grade 3 |      | Grade 4 |      | Grade 5 |      |
|----------------|---------|------|---------|------|---------|------|
|                | Reading |      |         |      |         |      |
|                | 2023    | 2024 | 2023    | 2024 | 2023    | 2024 |
| <b>Meets</b>   | 46      | 56   | 44      | 49   | 42      | 44   |
| <b>Masters</b> | 23      | 23   | 12      | 17   | 18      | 24   |

|                     | Grade 3 |      | Grade 4 |      | Grade 5 |      |
|---------------------|---------|------|---------|------|---------|------|
|                     | Math    |      |         |      |         |      |
|                     | 2023    | 2024 | 2023    | 2024 | 2023    | 2024 |
| <b>Did Not Meet</b> | 23      | 29   | 36      | 42   | 52      | 60   |
| <b>Approaches</b>   | 77      | 71   | 64      | 58   | 78      | 74   |
| <b>Meets</b>        | 45      | 36   | 33      | 34   | 44      | 38   |
| <b>Masters</b>      | 18      | 16   | 16      | 6    | 13      | 11   |

| Grade 5 Science     |      |      |
|---------------------|------|------|
|                     | 2023 | 2024 |
| <b>Did Not Meet</b> | 52   | 60   |
| <b>Approaches</b>   | 48   | 40   |
| <b>Meets</b>        | 17   | 15   |
| <b>Masters</b>      | 4    | 6    |

**2024 CIP Performance Objective Goals**

|            | Performance Objective 1 |           | Performance Objective 2 |           | Performance Objective 3 |        |
|------------|-------------------------|-----------|-------------------------|-----------|-------------------------|--------|
|            | Reading                 |           | Math                    |           | Science                 |        |
|            | Goal                    | Actual    | Result                  | Actual    | Goal                    | Actual |
| Approaches | 80                      | <b>76</b> | 75                      | 68        | 60                      | 40     |
| Meets      | 50                      | <b>50</b> | 35                      | <b>36</b> | 20                      | 15     |
| Masters    | --                      | 21        | --                      | 11        | --                      | 6      |
| MAP        | 70                      | 55        | 70                      | 54        | 70                      | 67     |
| CIRCLE     | 70                      | 82        | 90                      | 87        | --                      | --     |

**2024 EOY MAP Growth Goals Met**

|            | Reading | Math | Science |
|------------|---------|------|---------|
| <b>K</b>   | 42%     | 45%  | --      |
| <b>1st</b> | 30%     | 42%  | --      |
| <b>2nd</b> | 39%     | 42%  | --      |
| <b>3rd</b> | 41%     | 46%  | --      |
| <b>4th</b> | 58%     | 53%  | --      |
| <b>5th</b> | 46%     | 35%  | 47%     |

**2024 Writing Proficiency (Percentage of students writing at/above Score Point 4 of 8)**

| 2024 Writing Levels | BOY | EOY       |
|---------------------|-----|-----------|
| PreK                | 92  | <b>98</b> |
| Kindergarten        | 84  | 78        |
| First Grade         | 48  | <b>70</b> |
| Second Grade        | 39  | 63        |
| Third Grade         | 55  | 64        |

| 2024 Writing Levels | BOY | EOY |
|---------------------|-----|-----|
| Fourth Grade        | 48  | 56  |
| Fifth Grade         | 45  | 83  |

**2023 and 2024 Constructed Responses (Percentage of students scoring 0)**

**Grade 3**

|          | 2023<br>0-points | 2024<br>0-points |
|----------|------------------|------------------|
| Campus   | 40%              | 36%              |
| District | 46%              | 41%              |
| Region   | 46%              | 43%              |
| State    | 42%              | 39%              |

**Grade 4**

|          | 2023<br>0-points | 2024<br>0-points |
|----------|------------------|------------------|
| Campus   | 48%              | 19%              |
| District | 47%              | 34%              |
| Region   | 50%              | 36%              |
| State    | 46%              | 31%              |

**Grade 5**

|          | 2023<br>0-points | 2024<br>0-points |
|----------|------------------|------------------|
| Campus   | 27%              | 53%              |
| District | 24%              | 50%              |



|               |            |            |
|---------------|------------|------------|
| <b>Region</b> | <b>27%</b> | <b>52%</b> |
| <b>State</b>  | <b>25%</b> | <b>48%</b> |

**2024 EOY Reading Levels (Percentage of students reading on grade level)**

| <b>2024 Reading Levels</b> | <b>BOY</b> | <b>MOY</b> | <b>EOY</b> |
|----------------------------|------------|------------|------------|
| <b>Kindergarten</b>        | --         | 56%        | <b>71%</b> |
| <b>First Grade</b>         | 72%        | 58%        | 63%        |
| <b>Second Grade</b>        | 57%        | 60%        | 68%        |
| <b>Third Grade</b>         | 58%        | 58%        | 64%        |
| <b>Fourth Grade</b>        | 74%        | 81%        | 79%        |
| <b>Fifth Grade</b>         | 68%        | 65%        | 67%        |

**Math Board Goal:**

| <b>3rd Meets Grade Level or Above-Math</b> |            |
|--|------------|
| 2024 Actual                                | <b>36%</b> |
| 2024 Goal                                  | 45%        |

**Reading Board Goal:**

| <b>3rd Meets Grade Level or Above-Reading</b> |            |
|---|------------|
| 2024 Actual                                   | <b>56%</b> |
| 2024 Goal                                     | 53%        |

**2024 Spring TELPAS Results**

|          | Beginner | Intermediate | Advanced | Advanced High |
|----------|----------|--------------|----------|---------------|
| Maxdale  | 9%       | 25%          | 28%      | 38%           |
| District | 15%      | 38%          | 34%      | 13%           |
| State    | 23%      | 37%          | 27%      | 12%           |

66% of scholars scored Advanced or Advanced High (District: 47% State 39%)

91% of scholars scored Intermediate to Advanced High (District: 85% State 77%)

### Problem Statements Identifying Student Success Needs

**Problem Statement 1:** Goal 1.1 Connections & Citizenship: At the end of 2024 the number of discipline referrals increased to 759 from 698 the previous year. **Root Cause:** Continue to strengthen consistent practices around the development of appropriate behavior, building & sustaining positive relationships, and applying early targeted intervention to address serious behavior.

**Problem Statement 2:** Goal 1.1 Connections & Citizenship: During the 2024 school year, the yearly attendance rate was 92%, which is below the goal of 95%. **Root Cause:** Must proactively identify students in need of additional attendance intervention and develop truancy plans to address extensive absences.

**Problem Statement 3:** Goal 1.1 Connections & Citizenship: In 2023, the number of referrals for Defiance has increased over the past 3 years (36 to 84 to 93) and for Persistent Misconduct (45, 48, 59); and for Assault over the past 2 years (33 to 137). **Root Cause:** Students in need of consistent use of PBIS, Restorative Practices at Tier 1, and Tier 2 and 3 intervention measures through the development of behavior plans that include monitoring of effectiveness of intervention measures. Also in need of timely evaluations to identify underlying causes and to consider placements to alternative settings.

**Problem Statement 4:** Goal 1.1 Connections & Citizenship: Parent/family participation in parent-teacher conferences is below the 100% participation campus goal, and attendance at informational sessions to support student learning is less attended than activity-based and celebratory and performance events. **Root Cause:** Continue to work toward family outreach and engagement through a variety of means

**Problem Statement 5:** Goal 1.2 Reading/Writing: In 2024, 44% of 5th graders scored at the Meets level on STAAR Reading, which is below the State average (54%), the District average (51%), and the campus goal of 50% over all grade levels. **Root Cause:** Must implement consistent use of authentic reading experiences, close reading around complex text, targeted instruction in foundational reading skills/big six comprehension strategies, and scaffolded small group reading.

**Problem Statement 6:** Goal 1.2 Reading/Writing: In 2024, 56% of Kindergartners, 39% of 1st graders, 56% of 2nd graders, 73% of 3rd graders, 56% of 4th graders, and 55% of 5th graders were reading on grade level at the end of the school year, which is below the goal of 75% or more of students reading on grade level. **Root Cause:** Must implement consistent use of authentic reading experiences, close reading around complex text, targeted instruction in foundational reading skills/big six comprehension strategies, and scaffolded small group reading.

**Problem Statement 7:** Goal 1.2 Reading/Writing: In 2024, the EOY Reading MAP reveals 6 out of 6 grade levels did not meet the grade-level projected growth norm from the BOY to EOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Reading test and teacher use of the MAP learner continuum to inform instruction/intervention.

**Problem Statement 8:** Goal 1.2 Reading/Writing: In 2024, the EOY CIRCLE data continues to reveal (over past 4 years) less than 70% of learners reached On Track proficiency in Rhyming-59% and Alliteration-52%. **Root Cause:** Need for increased exploration with phonological patterns and direct vocabulary instruction.

**Problem Statement 9:** Goal 1.2: Reading/Writing (Science Connection): In 2024, 40% of fifth graders scored Approaches and 15% scored Meets on STAAR Science compared to

57% Approaches and 26% Meets for the State; Science scores are below the Approaches level goal of 60% and the Meets level goal of 20%. **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate science content reading, academic vocabulary, student discourse, and writing.

**Problem Statement 10:** Goal 1.2 Reading/Writing: In 2024, 27%, 27%, and 11% of special education students scored at the Meets proficiency level in grades 3-5 respectively, which is below the Reading Meets level goals at each grade level; 57% of 3rd grade ESL students scored at the Meets proficiency compared to 80% and 86% in grades 4 and 5. **Root Cause:** Goals/education plans must be written that define students' pathway towards grade level proficiency, and instruction must be provided consistently and intentionally as part of both core and additional intervention by certified staff with the support of trained instructional assistants.

**Problem Statement 11:** Goal 1.2 Reading/Writing: In 2024, 50% of 1st graders, 62% of 3rd graders, and 31% of 4th graders were writing at a Proficient to Mastery level at EOY, which is below the 2024 Writing Proficiency Goal of 75%. **Root Cause:** All components of writing process in conjunction with reading must be implemented with fidelity, particularly use of targeted mini-lessons/teacher modeling, conferring with students to provide feedback, and incorporating grammar and conventions through authentic writing experiences.

**Problem Statement 12:** Goal 1.2 Reading/Writing: In 2024 less than 70% of students PK-5 ended the year reading on grade level, which falls short of the campus literacy vision. **Root Cause:** Must ensure students receive high-quality literacy instruction where students' foundational reading and comprehension skills are developed through authentic reading, writing, and thinking experiences across content areas.

**Problem Statement 13:** Goal 1.2 Reading/Writing: In 2024, 44%, 30%, and 31% of African American students scored at the Meets proficiency level in grades 3-5 respectively, which is below the Reading Meets level goals at each grade level. **Root Cause:** Must ensure students receive high-quality literacy instruction where students' foundational reading and comprehension skills are developed through authentic reading, writing, and thinking experiences across content areas.

**Problem Statement 14:** Goal 1.3 Math: In 2024, 36% of 3rd graders scored Meets on the Math STAAR, which is 6 points below the previous year's performance (45%); 38% of 5th graders scored meets on the Math STAAR, which is 6 points below the previous year's performance (44%). **Root Cause:** Must implement differentiated, targeted instruction to build foundational math skills, conceptual understanding of math skills, and mathematical reasoning & problem-solving skills. Math instruction and learning must include simultaneous use of concrete, representational, and abstract and implementation of discourse around math targets.

**Problem Statement 15:** Goal 1.3 Math: In 2024, the EOY Math MAP reveals 4 out of 6 grade levels did not meet the grade-level projected growth norm from the BOY to EOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Math test and teacher use of the MAP learner continuum to inform instruction/intervention.

**Problem Statement 16:** Goal 1.3 Math: In 2024, 5%, 9%, and 17% of special education students scored at the Meets proficiency level in grades 3-5 respectively, which is below the math Meets level goals at each grade level. **Root Cause:** Goals must be written that define students' pathway towards grade level proficiency, and instruction must be provided consistently and intentionally as part of both core and additional intervention by certified staff with the support of trained instructional assistants.

**Problem Statement 17:** Goal 1.3 Math: In 2024, 26%, and 23% of African American students scored at the Meets proficiency level in grades 3-4 respectively and 9% of Hispanic students at grade 5, which is below the math Meets level goals for each grade level. **Root Cause:** Must ensure students receive high-quality instruction in math where students' number sense, critical thinking, problem-solving skills, and conceptual understanding are developed through authentic learning experiences.

**Problem Statement 18:** Goal 1.4: In 2024, 11 students were identified for the Gifted and Talented program, which is below the goal of 5% for the campus. **Root Cause:** Educate teachers and parents on recognizing traits of giftedness and nominating students for gifted and talented evaluations.

# Human Capital

## Human Capital Summary

The campus has aligned its Priority 2 Human Capital goals with the District Goals, which include the following:

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

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

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

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

## Human Capital Strengths

### PRIORITY 2: Human Capital

**WHY:** The campus recognizes the importance of recruiting and retaining effective teachers and supporting staff to ensure students receive high-quality instruction in reading, writing, math, and across all content areas to meet their individual learning goals and gain proficiency with grade level essential standards.

**WHAT:** The campus leadership team and when possible teachers within the grade levels will participate in the recruitment and selection of classroom and specialized teachers and supporting staff.

**HOW:** Goals 2.1, 2.2, 2.3, and 2.4

Campus leadership and teacher leaders attend district hiring events such as Job Fairs and informal hiring events to select and hire teachers and supporting staff.

Teachers are supported in their professional growth through job-embedded professional learning, participation in district and outside workshops and conferences, coaching feedback following classroom observations, and campus learning walks to observe effective teaching and management practices from teachers within the campus learning community.

Teachers and support staff are recognized and celebrated throughout the year during specific recognition days, in recognition of noteworthy teacher practices, and through informal sharing sessions during staff/faculty meetings.

Teachers and staff engage in team and campus-building activities to become acquainted with one another and to form positive, supportive connections that support the achievement of campus goals.

## Problem Statements Identifying Human Capital Needs

**Problem Statement 1:** In 2024, the campus operated without our district-allocated Special Programs Facilitator, which caused those duties to transfer to the campus assistant principals. **Root Cause:** Lack of quality, qualified applicants for the position.

**Problem Statement 2:** In 2024, the campus was without the two allocated special education teachers, which impacted the campus's ability to provide high-yield instruction for

special education students in meeting their IEP goals. **Root Cause:** Lack of quality, qualified applicants for the position.

**Problem Statement 3:** In 2024, the campus lacked consistent classroom substitute teachers, which led to instructional assistants being pulled from their normal instructional/intervention duties in order to cover classrooms in the teachers' absences or splitting students into other teachers' classrooms, which potentially creates stress for teachers and weakened learning for students. **Root Cause:** Lack of availability of qualified substitutes.

**Problem Statement 4:** In 2024, the campus operated without a full of staff of professional and paraprofessionals. Some classrooms were taught by instructors still in the process of gaining certification. **Root Cause:** Lack of availability of suitable, qualified applicants.

# Financial Stewardship

## Financial Stewardship Summary

The campus has aligned its Priority 3 Financial Stewardship goals with the District Goals, which include the following:

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

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

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

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

## Financial Stewardship Strengths

### PRIORITY 3: Financial Stewardship

**WHY:** The campus recognizes the importance allocating, planning, and spending campus funds in a strategic, thoughtful, and timely manner to support the school's implementation of goal actions for continuous improvement and achievement of campus goals.

**WHAT:** Following the publication of grant and general spending funds, the campus works collaboratively to determine best uses for all funds in support of the campus mission.

**HOW:** Goals 3.1, 3.2, 3.3, and 3.4

The campus uses a range of data (academic, discipline, attendance, learner input, parent input, staff input) to identify and prioritize needs and determine resources to effectively support those needs.

The campus uses a range of data (academic, discipline, attendance, learner input, parent input, staff input) to enhance the overall learning program and areas targeted for improvement.

Through the work of the campus Literacy, Math, Science, and Conduct/Safety Committees, strategic actions and possible related expenditures are identified to support the goals of each committee, which align with the overall campus goals.

Through the work of the campus Site-Based Decision-Making Committee and Title I Meetings stakeholders collaborate around identified strengths and needs, so that funds are allocated according to the range of campus improvement data.

The campus principal and CIS work together to order materials funded through campus grants and general funds and to finalize professional learning purchases and event participation in accordance with CIP goals and strategies.

The campus principal and principal's secretary work collaboratively to monitor spending deadlines, complete required documentation for purchases, align purchases with CIP goals and strategies.

## **Problem Statements Identifying Financial Stewardship Needs**

**Problem Statement 1:** Some campus accounts have balances at the end of year indicating funds that were not spent in support of campus goals **Root Cause:** Plan for campus purchases by increasing awareness of spending deadlines and monitoring of balances to spend

**Problem Statement 2:** Guidelines surrounding use of particular grant funds may not be followed in an efficient manner **Root Cause:** Attend training sessions and regularly review training documents related to grant purchases

# Priorities

## Priority 1: Student Success

**Goal 1:** District Goal 1: Pathways for All students to build connections.

| Key Strategic Action 1 Details   |
|--|
| <p><b>Key Strategic Action 1:</b> Attendance: Administrators with input from the PBIS/Safety Committee will develop campus and classroom practices to encourage and celebrate regular school attendance.</p> <p><b>Progress Measure (Lead):</b> *Host Parent University sessions around attendance/tardies, school environment, and student engagement opportunities</p> <ul style="list-style-type: none"><li>*Publish campus attendance and tardy policies for families</li><li>*Utilize tracking system to monitor student absences and tardies</li></ul> <p>measures to develop attendance success plans for students/families</p> <p><b>Outcome Measure (Lag):</b> Attendance: During 2024-2025, the daily attendance rate will average 95% or higher.</p> <p><b>Dates/Timeframes:</b> August 2024-May 2025</p> <p><b>Staff Responsible for Monitoring:</b> Administration, RtI Committee, PBIS/Safety Committee, Attendance Secretary</p> <p><b>Collaborating Departments:</b> Counselors</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Success 2</p> |



### Key Strategic Action 2 Details

**Key Strategic Action 2:** Attendance: Administrators with input from the PBIS/Safety Committee will develop campus and classroom practices to encourage and celebrate arriving to school on time.

**Progress Measure (Lead):** \*Host Parent University sessions around attendance/tardies, school environment, and student engagement opportunities

\*Publish campus attendance and tardy policies for families

\*Utilize tracking system to monitor student absences and tardies

\*Use interventions/truancy

measures to develop attendance success plans for students/families

**Outcome Measure (Lag):** Attendance: During 2024-2025, the daily attendance rate will average 95% or higher.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, RtI Committee, PBIS/Safety Committee, Attendance Secretary

**Collaborating Departments:** Counselors

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 2

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Behavior/Citizenship: All classrooms will engage in community-building experiences and rehearse positive behavior expectations.

**Progress Measure (Lead):** \*Participate in training around CKH and PBIS and infuse CKH into campus staff interactions including agendas for staff, leadership, and team meetings

\*Publish, rehearse, and reinforce campus discipline plan based on PBIS including reward system

\*Utilize school-wide morning Meerkat Prep time to implement counselor-provided CKH-connected lessons/activities, which support community-building, behavior expectations, and college conversations

**Outcome Measure (Lag):** By June 2025, discipline referrals will decrease by at least 25% from the previous end-of-year total.

Culture & Climate survey responses will indicate a positive overall school experience and engagement.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration

**Collaborating Departments:** Counselors

**Problem Statements:** Student Success 1, 3

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Parent/Community Engagement: The campus will host parent engagement activities throughout the year to partner with families towards creating positive academic and behavioral learning outcomes for students.

**Progress Measure (Lead:** \*School-wide events such as Family Nights, book fairs, dances, cross-classroom buddy learning will provide opportunities for students to interact meaningfully with schoolmates.  
learning and to foster partnership. \*Grade-Level Experience days will be offered for parents to engage with student

**Outcome Measure (Lag):** By June 2025, opportunities for parents and families to engage in campus events that directly impact student achievement, will increase by a minimum of 25%.

Parent/family participation in school events designed to positively impact student success will increase by a minimum of 25%.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, Counselors

**Collaborating Departments:** Support and Classroom Teachers

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 4

**Funding Sources:** Purchase materials to support Tiny Tots program and parent engagement sessions in support of student success. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.129.24.PAR - \$1,636, Purchase snack items for parent engagement activities. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.129.24.PAR - \$500

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Behavior/Citizenship: Promote participation in school-sponsored events and clubs for students to participate in college-connected interest groups during the school day and in after-school clubs.

**Progress Measure (Lead:** Campus staff will sponsor or actively support a range of after-school clubs

**Outcome Measure (Lag):** Student participation in extracurricular club experiences will increase by 25%

**Dates/Timeframes:** August 2024 to May 2025

**Staff Responsible for Monitoring:** Administration, Club Sponsors

**Collaborating Departments:** Support Staff

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 1, 3

### Goal 1 Problem Statements:

### Student Success

**Problem Statement 1:** Goal 1.1 Connections & Citizenship: At the end of 2024 the number of discipline referrals increased to 759 from 698 the previous year. **Root Cause:** Continue to strengthen consistent practices around the development of appropriate behavior, building & sustaining positive relationships, and applying early targeted intervention to address serious behavior.

## Student Success

**Problem Statement 2:** Goal 1.1 Connections & Citizenship: During the 2024 school year, the yearly attendance rate was 92%, which is below the goal of 95%. **Root Cause:** Must proactively identify students in need of additional attendance intervention and develop truancy plans to address extensive absences.

**Problem Statement 3:** Goal 1.1 Connections & Citizenship: In 2023, the number of referrals for Defiance has increased over the past 3 years (36 to 84 to 93) and for Persistent Misconduct (45, 48, 59); and for Assault over the past 2 years (33 to 137). **Root Cause:** Students in need of consistent use of PBIS, Restorative Practices at Tier 1, and Tier 2 and 3 intervention measures through the development of behavior plans that include monitoring of effectiveness of intervention measures. Also in need of timely evaluations to identify underlying causes and to consider placements to alternative settings.

**Problem Statement 4:** Goal 1.1 Connections & Citizenship: Parent/family participation in parent-teacher conferences is below the 100% participation campus goal, and attendance at informational sessions to support student learning is less attended than activity-based and celebratory and performance events. **Root Cause:** Continue to work toward family outreach and engagement through a variety of means

## Priority 1: Student Success

**Goal 2:** District 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:** Teaching and Learning: To ensure teaching of a guaranteed viable curriculum, collaborative teacher teams with the support of learning leaders will move through the phases of the CWC-Collaborative Work Cycle to address the four +1 critical questions/6 exceptional NEU systems. Teachers in grades 3rd-5th will plan for making intentional connections between concepts of study and how concepts will be assessed on the STAAR.

**Progress Measure (Lead):** \*Collaborative teacher teams will meet weekly to move through the collaborative work cycle to address the four + 1 critical PLC questions  
\*Collaborative teacher teams will use REAL criteria to identify the essential standards in reading, writing, and science  
\*Teachers will use formative assessment, student work protocols, and data analysis to inform instruction and identify/

address student needs

\*Teachers will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

**Outcome Measure (Lag):** End of Year Assessments:

Reading: By the end of the 2024-25 school year, a minimum of 80% of learners will score Approaches or Above on the Reading STAAR; 58% or more will score Meets; 70% or more will score Average to Above on EOY MAP Reading; and 70% or more will meet On Track standard on EOY CIRCLE.

Overall On-Level PK EOY Circle will increase from 82% to 88%

Kinder EOY MAP Growth Goals Met will increase from 42% to 50%

1st Grade EOY MAP Growth Goals Met will increase from 30% to 50%

2nd Grade EOY MAP Growth Goals Met will increase from 30% to 50%

STAAR Meets in Reading and Writing will increase from 50% to 58%

EOY On-Grade Level Reading performance will increase at each grade level:

Kindergarten: 71% to 80%

1st Grade: 63% to 70%

2nd Grade: 68% to 75%

3rd Grade: 64% to 70%

4th Grade: 79% to 85%

5th Grade: 67% to 75%

Writing: By the end of the 2024-25 school year, 75% of learners at each grade level will write at a Score Point 5 or above on the EOY Writing benchmark.

EOY On-Grade Level Writing performance will increase at each grade level:

PreK: 98% to 100%

Kindergarten: 78% to 83%

1st Grade: 70% to 76%

2nd Grade: 63% to 70%

3rd Grade: 64% to 70%

4th Grade: 56% to 63%

5th Grade: 83% to 89%

Science: By the end of the 2024-25 school year, a minimum of 60% of learners will score Approaches or Above on the Science STAAR; 20% or more will score Meets; 70% or more will score Average to Above on EOY MAP Science.

TELPAS: By the end of the 2024-2025 school year performance levels 70% of learners will score Advanced or Advanced High.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Learning Leaders

**Collaborating Departments:** Classroom Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 6, 7, 8, 15

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Teaching & Learning: Learners have a dedicated 120-minute block of time for literacy instruction to include foundational reading skills, comprehension through the big six skills, vocabulary development, writing, and grammar.

**Progress Measure (Lead):** \*Create master schedule that defines periods of instruction per subject

\*Teachers will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, TELPAS, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, Guiding Coalition

**Collaborating Departments:** Learning Leaders, Classroom Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 9, 10, 11, 12, 13

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Teaching and Learning: Learners receive instruction through the best instructional literacy practice (HQIP) supported by supplementary HQIM including reading programs and materials such as i-Ready, myOn, Sirius, Flocabulary, Books of the Month, and authentic literature.

**Progress Measure (Lead):** \*Collaborative teacher teams will meet weekly to move through the collaborative work cycle to address the four + 1 critical PLC questions  
\*Collaborative teacher teams will use REAL criteria to identify the essential standards in reading, writing, and science

\*Utilize Program Usage and Performance Reports to inform instruction

\*Utilize Reading/Writing Learning Plans to guide instruction

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, TELPAS, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, Campus Instructional Specialist

**Collaborating Departments:** Librarian, Classroom and Support Teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 9, 10, 11, 12, 13

**Funding Sources:** Fund purchase of myOn online reading library - 166 - State Comp Ed - 166.11.6299.OL.129.30.AR0 - \$7,669, Fund purchase of Sirius - 166 - State Comp Ed - 166.11.6299.OL.129.30.AR0 - \$4,935, Fund purchase of Flocabulary - 166 - State Comp Ed - 166.11.6299.OL.129.30.AR0 - \$3,658

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Teaching & Learning: ESL teachers and ESL assistant will collaborate with classroom teachers to address students' language needs through instruction of the ELPS. Students will utilize online reading programs and software in support of their language development in the areas of reading, speaking, listening, writing, vocabulary, and critical thinking skills.

**Progress Measure (Lead):** \*Teachers will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

\*Summit Performance Reports

\*Develop EB Learning Success Plans

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, TELPAS, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, ESL Teachers

**Collaborating Departments:** Campus Instructional Specialist

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 9, 10, 11, 12, 13

**Funding Sources:** Fund instructional materials to support EB students - 165/ES0 - ELL - 165.11.6399.00.129.25.ES0 - \$2,310

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Teaching & Learning: Librarian and library assistant will foster literacy development through whole group and collaborative learning involving library/research skills, classroom curriculum support, and life-ready skills including communication, collaboration, critical thinking, and creativity. Learners will further engage with literature through library Book Fairs, author visits, literacy initiatives, Bluebonnet Books, and Battle of the Books.

**Progress Measure (Lead):** \*Teachers/librarian will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

\*Library time will be scheduled

\*Reading measures to promote shared and independent reading will be implemented

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, TELPAS, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, Librarian

**Collaborating Departments:** Campus Instructional Specialist, Classroom Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Student Success 5, 6, 7, 8, 9, 10, 11, 12, 13

**Funding Sources:** Fund .5 Librarian (split-funded with .5 District Allocation) - 211 - ESEA, Title I Part A - 211.12.6119.00.129.30.000 - \$43,174

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Data and Assessment: As assessment-capable visible learners, students will be introduced to team-identified essential literacy standards for the year, provided success criteria and will self-assess progress and set growth goals with action steps.

**Progress Measure (Lead):** \*Teachers will guide students in becoming assessment-capable visible learners who participate actively in their own learning

\*Through analysis of a range of assessment data, students will be identified for targeted, timely intervention support around the foundational reading skills and essential literacy standards  
\*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further deepen their understanding of essential standards

\*Students will track assessment data around essential standards

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, TELPAS, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, Campus Instructional Specialist

**Collaborating Departments:** Technology

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 10, 11, 12, 13

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Data and Assessment: Common literacy assessments will be analyzed by teachers and learning leaders using the data analysis protocol to inform instruction, identify students progress, determine learner needs, and set goals for language and writing. Common benchmark writings to include selected constructed responses and mid- and end-of-year writing samples will be collected and evaluated using the standard writing rubrics. Students will use writing process folders to keep works in progress, writing resources, and finished works.

**Progress Measure (Lead):** \*Through analysis of a range of assessment data, students will be identified for targeted, timely intervention support around the foundational reading skills and essential literacy standards  
\*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further deepen their understanding of essential standards

\*i-Ready and classroom assessment essential standards data tracking

\* Use of Data Analysis Protocols

\* Use of Student Work Protocols

\* Use of Formative Assessment Protocol

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, TELPAS, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Learning Leaders, Campus Instructional Specialist, Principal

**Collaborating Departments:** Interventionists

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 10, 11, 12, 13



### Key Strategic Action 8 Details

**Key Strategic Action 8:** Data and Assessment: Grade levels will set EOY reading performance goals, identify benchmark levels during the year, monitor growth towards goal, and make needed instructional adjustments. Kindergarten learners reading at an independent level are administered Fountas & Pinnell assessments by the end of the first semester up to a level B or higher.

**Progress Measure (Lead):** \*Through analysis of a range of assessment data, students will be identified for targeted, timely intervention support around the foundational reading skills and essential literacy standards \*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further deepen their understanding of essential standards

\*Track progress with essential standards

\* Use of Data Analysis Protocols

\* Use of Student Work Protocols

\* Use of Formative Assessment Protocol

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Campus Instructional Specialist, Principal

**Collaborating Departments:** Interventionists

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 9, 10, 11, 12, 13

### Key Strategic Action 9 Details

**Key Strategic Action 9:** Intervention and Extension: Learners receive additional targeted intervention for "Not Yet" essential standards and development of foundational reading skills as indicated by common assessment and universal screening data. Learners in need of Tier 2-3 support will be referred to the MTSS Committee in accordance with referral guidelines. Learners will engage in comprehensive and targeted intervention measures to develop literacy skills. Learners demonstrating proficiency with essential standards will engage in extension experiences to deepen their understanding of standards.

**Progress Measure (Lead):** \*Teachers will guide students in becoming assessment-capable visible learners who participate actively in their own learning  
\*Through analysis of a range of assessment data, students will be identified for targeted, timely intervention support around the foundational reading skills and essential literacy standards  
\*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further deepen their understanding of essential standards

\*i-Ready and classroom assessment essential standards data tracking

\* Use of Data Analysis Protocols

\* Use of Student Work Protocols

\* Use of Formative Assessment Protocol

\* Use of Essential Standards Tracker

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, TELPAS, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Learning Leaders, Campus Instructional Specialist, Principal

**Collaborating Departments:** Interventionists

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 9, 10, 11, 12, 13

**Funding Sources:** Fund Wilson Fluency Basic - 166 - State Comp Ed - 166.11.6399.00.129.30.AR0 - \$220

### Key Strategic Action 10 Details

**Key Strategic Action 10:** Teaching and Learning: Reading, Thinking, Talking and Writing will be incorporated into daily learning. Content area writing will be planned in connection with all core subjects. Sentence Levels and a process for movement through the levels will be defined and emphasis will be placed on writing of coherent, organized paragraphs with topic and supporting detail sentences.

**Progress Measure (Lead):** \*Collaborative teacher teams will meet weekly to move through the collaborative work cycle to address the four + 1 critical PLC questions  
\*Collaborative teacher teams will use REAL criteria to identify the essential standards in reading and writing

\*Utilize Program Usage and Performance Reports

\*Utilize Reading/Writing Learning Plans

\*Collect Writing Samples and assign writing ratings

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, TELPAS, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Campus Instructional Specialists, Principal

**Collaborating Departments:** Interventionists

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 9, 10, 11, 12, 13

### Key Strategic Action 11 Details

**Key Strategic Action 11: Teaching and Learning:** Students will have opportunities to engage in additional learning experiences that incorporate core content standards and life-ready skills. Experiences include grade level traditions, field-based instruction, family learning nights, after-school clubs, in-school interest groups, and college experience days.

**Progress Measure (Lead):** \*Campus will maintain partnership with No Excuses University

\*The campus guiding coalition will meet a minimum of once per month (final Wednesday of month) to review results of collaborative work, strengthen the six school-wide systems, and plan for extended learning experiences connected to college \*Provide

college-connected interest groups to all students monthly and bi-yearly during the campus-wide Meerkat University College Day

\*Students will participate in the campus Meerkat University College Day to learn about majors within 8 fields of study

\*Partner with community organizations of higher learning and ECHS to support college-bound culture

\*During Meerkat Prep time teachers will devote time to college conversations/lessons from counselors

\*Students in grade 3-5 will develop college awareness through Navigate college and career workbook and website

\*Teachers will utilize NEU Connect for resources related to promoting a college-bound culture in the classroom \*Teachers will

adopt a college of their choosing and use it as a basis for educating students about college; college symbolism will be visible throughout the campus

\*Students will participate in the STEM Mobile Lab to explore STEM concepts and careers

\*Active partnerships with the Adopt a School Program

\*Utilize Field-Based Instruction (FBI) Planning and Request Form to ensure alignment to standards

**Outcome Measure (Lag):** Post-College Day reflective writings will be collected from each student

Post-College Day reflective writings will be collected from each teacher/staff member

Post FBI Artifacts

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Principal's Secretary

**Collaborating Departments:** Campus Instructional Specialist, Committees

**TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 9, 10, 11, 12

### Key Strategic Action 12 Details

**Key Strategic Action 12: Teaching and Learning:** Learners in PK-5 will utilize a campus-wide scientific investigation template to engage in hands-on learning experiences for the essential science standards using scientific inquiry/method: identifying/formulating a scientific question, forming hypotheses, conducting investigations, collecting/reporting data, and summarizing conclusions, with an emphasis on students' use of academic science vocabulary and the big six reading comprehension strategies with emphasis on the incorporations of Reading, Thinking, Talking, and Writing.

**Progress Measure (Lead):** \*Dedicated instructional minutes for each grade level in ELAR and science

\*Collaborative teacher teams will meet weekly to move through the collaborative work cycle to address the four + 1 critical PLC questions

\*Collaborative teacher teams will use REAL criteria to identify the essential standards in reading, writing, and science

\* Use of Data Analysis Protocols

\* Use of Student Work Protocols

\* Use of Formative Assessment Protocol

**Outcome Measure (Lag):** STAAR Approaches in Science will increase from 40% to 60%; Meets will increase from 15% to 25%.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Campus Instructional Specialist, Learning Leaders

**Collaborating Departments:** Science Committee Task Force

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 9

### Key Strategic Action 13 Details

**Key Strategic Action 13: Teaching and Learning:** Learners in grades PK-5 will have a 45-minute block for science instruction. Learners receive instruction through the discussion and hands-on investigation through the Gradual Release of Responsibility (GRR) learning model. High-quality, research-based resources to include student reading materials and online programs that reinforce science concepts and essential vocabulary.

**Progress Measure (Lead):** \*Collaborative teacher teams will meet weekly to move through the collaborative work cycle to address the four + 1 critical PLC questions  
\*Collaborative teacher teams will use REAL criteria to identify the essential standards in reading, writing, and science

- \* Use of Data Analysis Protocols
- \* Use of Student Work Protocols
- \* Use of Formative Assessment Protocol

**Outcome Measure (Lag):** STAAR Approaches in Science will increase from 40% to 60%; Meets will increase from 15% to 25%.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Campus Instructional Specialists, Learning Leaders

**Collaborating Departments:** Science Committee Task Force

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 9

### Key Strategic Action 14 Details

**Key Strategic Action 14: Data and Assessment:** Common assessments and benchmarks will be administered over essential science standards and essential science vocabulary. Assessments will include objective questions, performance tasks and open-ended questions to measure students' knowledge. Essential science vocabulary will be targeted as part of science instruction and prominently displayed throughout campus.

**Progress Measure (Lead):** \*Teachers will guide students in becoming assessment-capable visible learners who participate actively in their own learning

\*Through analysis of a range of assessment data, students will be identified for targeted, timely intervention support around the foundational reading skills and essential literacy standards  
\*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further deepen their understanding of essential standards

\*Use of i-Ready and classroom assessment essential standards data tracking

\* Use of Data Analysis Protocols

\* Use of Student Work Protocols

\* Use of Formative Assessment Protocol

**Outcome Measure (Lag):** STAAR Approaches in Science will increase from 40% to 60%; Meets will increase from 15% to 25%.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Campus Instructional Specialist, Learning Leaders

**Collaborating Departments:** Science Committee Task Force

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 9

### Key Strategic Action 15 Details

**Key Strategic Action 15:** Intervention and Extension: Learners will have opportunities to engage in additional science learning experiences including science fairs, family science nights, and clubs, college experience days, and field-based instruction to allow students to make real-world, hands-on connections to academic concepts. Field based instruction locations will be chosen based on their ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

**Progress Measure (Lead):** \*Teachers will guide students in becoming assessment-capable visible learners who participate actively in their own learning/intervention  
\*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further

deepen their understanding of essential standards

\*Classroom assessment essential standards data tracking

\* Use of Data Analysis Protocols

\* Use of Student Work Protocols

\* Use of Formative Assessment Protocol

\* Use of Essential Standards Tracker

**Outcome Measure (Lag):** STAAR Approaches in Science will increase from 40% to 60%; Meets will increase from 15% to 25%.

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Literacy & Science Committee, Campus Instructional Specialist

**Collaborating Departments:** Administration

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Success 9



### Key Strategic Action 16 Details

**Key Strategic Action 16:** Teaching and Learning: Teachers will be supported by the Campus Instructional Specialist in addressing the four critical PLC questions including how to apply HQIP and HQIM to ensure students reach mastery of essential standards. Teachers will receive professional learning to include classroom modeling and specialized guidance for mentors and proteges. As a key member of the campus leadership team and Guiding Coalition, the Campus Instructional Specialist will support the principal in establishing a learning culture where all students experience academic growth and achievement.

**Progress Measure (Lead):** \*Provide professional learning in best literacy and math practice

\*Provide teacher modeling, teacher observation, instructional coaching

\*Provide guidance throughout all phases of collaborative team work to include application of HQIP and use of HQIM

\*Monitor assessments and assist in facilitating data analysis sessions

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal

**Collaborating Departments:** Assistant Principals

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

**Funding Sources:** Fund full-time (1.0) Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.129.30.000 - \$89,607

### Goal 2 Problem Statements:

#### Student Success

**Problem Statement 5:** Goal 1.2 Reading/Writing: In 2024, 44% of 5th graders scored at the Meets level on STAAR Reading, which is below the State average (54%), the District average (51%), and the campus goal of 50% over all grade levels. **Root Cause:** Must implement consistent use of authentic reading experiences, close reading around complex text, targeted instruction in foundational reading skills/big six comprehension strategies, and scaffolded small group reading.

**Problem Statement 6:** Goal 1.2 Reading/Writing: In 2024, 56% of Kindergartners, 39% of 1st graders, 56% of 2nd graders, 73% of 3rd graders, 56% of 4th graders, and 55% of 5th graders were reading on grade level at the end of the school year, which is below the goal of 75% or more of students reading on grade level. **Root Cause:** Must implement consistent use of authentic reading experiences, close reading around complex text, targeted instruction in foundational reading skills/big six comprehension strategies, and scaffolded small group reading.

**Problem Statement 7:** Goal 1.2 Reading/Writing: In 2024, the EOY Reading MAP reveals 6 out of 6 grade levels did not meet the grade-level projected growth norm from the BOY to EOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Reading test and teacher use of the MAP learner continuum to inform instruction/intervention.

**Problem Statement 8:** Goal 1.2 Reading/Writing: In 2024, the EOY CIRCLE data continues to reveal (over past 4 years) less than 70% of learners reached On Track proficiency in Rhyming-59% and Alliteration-52%. **Root Cause:** Need for increased exploration with phonological patterns and direct vocabulary instruction.

**Problem Statement 9:** Goal 1.2: Reading/Writing (Science Connection): In 2024, 40% of fifth graders scored Approaches and 15% scored Meets on STAAR Science compared to 57% Approaches and 26% Meets for the State; Science scores are below the Approaches level goal of 60% and the Meets level goal of 20%. **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate science content reading, academic vocabulary, student discourse, and writing.

## Student Success

**Problem Statement 10:** Goal 1.2 Reading/Writing: In 2024, 27%, 27%, and 11% of special education students scored at the Meets proficiency level in grades 3-5 respectively, which is below the Reading Meets level goals at each grade level; 57% of 3rd grade ESL students scored at the Meets proficiency compared to 80% and 86% in grades 4 and 5.

**Root Cause:** Goals/education plans must be written that define students' pathway towards grade level proficiency, and instruction must be provided consistently and intentionally as part of both core and additional intervention by certified staff with the support of trained instructional assistants.

**Problem Statement 11:** Goal 1.2 Reading/Writing: In 2024, 50% of 1st graders, 62% of 3rd graders, and 31% of 4th graders were writing at a Proficient to Mastery level at EOY, which is below the 2024 Writing Proficiency Goal of 75%.

**Root Cause:** All components of writing process in conjunction with reading must be implemented with fidelity, particularly use of targeted mini-lessons/teacher modeling, conferring with students to provide feedback, and incorporating grammar and conventions through authentic writing experiences.

**Problem Statement 12:** Goal 1.2 Reading/Writing: In 2024 less than 70% of students PK-5 ended the year reading on grade level, which falls short of the campus literacy vision.

**Root Cause:** Must ensure students receive high-quality literacy instruction where students' foundational reading and comprehension skills are developed through authentic reading, writing, and thinking experiences across content areas.

**Problem Statement 13:** Goal 1.2 Reading/Writing: In 2024, 44%, 30%, and 31% of African American students scored at the Meets proficiency level in grades 3-5 respectively, which is below the Reading Meets level goals at each grade level. **Root Cause:** Must ensure students receive high-quality literacy instruction where students' foundational reading and comprehension skills are developed through authentic reading, writing, and thinking experiences across content areas.

**Problem Statement 14:** Goal 1.3 Math: In 2024, 36% of 3rd graders scored Meets on the Math STAAR, which is 6 points below the previous year's performance (45%); 38% of 5th graders scored meets on the Math STAAR, which is 6 points below the previous year's performance (44%). **Root Cause:** Must implement differentiated, targeted instruction to build foundational math skills, conceptual understanding of math skills, and mathematical reasoning & problem-solving skills. Math instruction and learning must include simultaneous use of concrete, representational, and abstract and implementation of discourse around math targets.

**Problem Statement 15:** Goal 1.3 Math: In 2024, the EOY Math MAP reveals 4 out of 6 grade levels did not meet the grade-level projected growth norm from the BOY to EOY.

**Root Cause:** Must ensure students understand the purpose and significance of the MAP Math test and teacher use of the MAP learner continuum to inform instruction/intervention.

**Problem Statement 16:** Goal 1.3 Math: In 2024, 5%, 9%, and 17% of special education students scored at the Meets proficiency level in grades 3-5 respectively, which is below the math Meets level goals at each grade level. **Root Cause:** Goals must be written that define students' pathway towards grade level proficiency, and instruction must be provided consistently and intentionally as part of both core and additional intervention by certified staff with the support of trained instructional assistants.

**Problem Statement 17:** Goal 1.3 Math: In 2024, 26%, and 23% of African American students scored at the Meets proficiency level in grades 3-4 respectively and 9% of Hispanic students at grade 5, which is below the math Meets level goals for each grade level. **Root Cause:** Must ensure students receive high-quality instruction in math where students' number sense, critical thinking, problem-solving skills, and conceptual understanding are developed through authentic learning experiences.

**Priority 1: Student Success**

**Goal 3:** Goal 1.3 All students meet or exceed the Texas grade level standards in math.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Teaching and Learning: Collaborative teacher teams and learning leaders will move through the phases of the CWC-Collaborative Work Cycle/unit planning process to address the four +1 critical questions/6 exceptional NEU systems. Teachers in grades 3rd-5th will plan for making intentional connections to concepts of study and how concept will be assessed on the STAAR.

**Progress Measure (Lead):** \*Collaborative teacher teams will meet weekly to move through the collaborative work cycle to address the four + 1 critical PLC questions  
\*Collaborative teacher teams will use REAL criteria to identify the essential standards in math  
\*Teachers will use formative assessment, student work protocols, and data analysis to inform instruction and identify/address student needs

\*Teachers will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

**Outcome Measure (Lag):** End of Year Assessment Data:

By the end of the 2024-25 school year, a minimum of 75% of learners will score Approaches or Above on the Math STAAR; 43% or more will score Meets; 70% or more will score Average to Above on EOY MAP Math; and 90% or more will meet On Level standard on EOY CIRCLE.

Overall On-Level PK EOY Circle will increase from 87% to 94%

Kinder EOY MAP Growth Goals Met will increase from 45% to 52%

1st Grade EOY MAP Growth Goals Met will increase from 42% to 50%

2nd Grade EOY MAP Growth Goals Met will increase from 42% to 50%

STAAR Meets in Math will increase from 36% to 43%

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Learning Leaders

**Collaborating Departments:** Classroom Teachers

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 14, 15, 16, 17

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Teaching & Learning: Learners have a 90-minute block for math instruction, including LoneStar Math in grades 2nd-5th, dedicated problem-solving time, and numeracy routines. The big six thinking strategies will be connected throughout math instruction.

**Progress Measure (Lead):** \*Create master schedule that defines periods of instruction per subject

\*Teachers will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, Guiding Coalition

**Collaborating Departments:** Learning Leaders, Classroom Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**Problem Statements:** Student Success 1, 14, 15, 16, 17

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Teaching and Learning: Learners receive math instruction through the Guided Math framework and use of TQE and elements of GRR, where learners engage with daily math talks and dedicated problem-solving time using Math Model Drawing/strip diagrams (grades 1-5), Math Talk/number bonds (Grades PK-1), Notice and Wonder ([K-5]), and the problem-solving attack model (PK-5). Learners will learn the essential math standards through engaging, robust learning experiences at varying depths of knowledge through HQIP and HQIM.

**Progress Measure (Lead):** \*Collaborative teacher teams will meet weekly to move through the collaborative work cycle to address the four + 1 critical PLC questions  
\*Collaborative teacher teams will use REAL criteria to identify the essential standards in math

\*Utilize Program Usage and Performance Reports to inform instruction

\*Utilize Student Learning Plans to guide instruction

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Learning Leaders, Campus Instructional Specialist

**Collaborating Departments:** Classroom and Support Teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**Problem Statements:** Student Success 14, 15, 16, 17

**Funding Sources:** Fund purchase of instructional supplies to support instruction. - 166 - State Comp Ed - 166.11.6399.00.129.30.AR0 - \$1,436, Fund purchase of reading materials to support instruction (Rich Math Tasks) - 166 - State Comp Ed - 166.13.6329.00.129.30.AR0 - \$1,000

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Teaching & Learning: Learners in grades 3-5 will gain multiplication fact fluency and mastery specifically the 36 multiplication math facts through a common mastery tool. Working with teachers and parents, learners will practice, track progress, and set goals for mastering multiplication facts. Learners in grades 1-2 will focus on addition fact fluency.

**Progress Measure (Lead):** \*Teachers will use formative assessment, student work protocols, and data analysis to inform instruction and identify and address student needs

\*Teachers will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

\*Teachers will guide students in becoming assessment-capable visible learners who participate actively in their own learning

\*Students will be identified for targeted, timely intervention support around the foundational math skills.

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Learning Leaders, Classroom Teachers

**Problem Statements:** Student Success 14, 15, 16, 17

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Data and Assessment: As assessment-capable visible learners, learners will be introduced to essential mathematics standards for the year, be provided success criteria, reflect on progress through student progress trackers, and set growth goals with action steps.

**Progress Measure (Lead):** \*Teachers will guide students in becoming assessment-capable visible learners who participate actively in their own learning

\*Through analysis of a range of assessment data, students will be identified for targeted, timely intervention support around the foundational math and essential standards

\*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further deepen their understanding of essential standards

\*Students will track assessment data around essential standards

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Learning Leaders

**Collaborating Departments:** Classroom Teachers

**Problem Statements:** Student Success 14, 15, 16, 17

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Data and Assessment: Common assessments and quarterly benchmarks will be analyzed by teachers and learning leaders using the data analysis protocol to inform instruction and determine learner needs.

**Progress Measure (Lead):** \*Through analysis of a range of assessment data, students will be identified for targeted, timely intervention support around the foundational math skills and essential standards

\*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further deepen their understanding of essential standards

\*i-Ready and classroom assessment essential standards data tracking

\* Use of Data Analysis Protocols

\* Use of Student Work Protocols

\* Use of Formative Assessment Protocol

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Learning Leaders

**Collaborating Departments:** Classroom Teachers

**Problem Statements:** Student Success 14, 15, 16, 17

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Intervention: Learners utilize comprehensive and targeted intervention measures to develop math skills. Learners receive additional targeted intervention for "Not Yet" essential standards and development of foundational math skills as indicated by common assessment and universal screening data. Learners in need of Tier 2-3 support will be referred to the MTSS Committee in accordance with referral guidelines. Essential math standards will be spiraled through learning stations and the daily problem-solving block.

**Progress Measure (Lead):** \*Teachers will guide students in becoming assessment-capable visible learners who participate actively in their own learning

\*Through analysis of a range of assessment data, students will be identified for targeted, timely intervention support around the foundational reading skills and essential literacy standards

\*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further deepen their understanding of essential standards

\*i-Ready and classroom assessment essential standards data tracking

\* Use of Data Analysis Protocols

\* Use of Student Work Protocols

\* Use of Formative Assessment Protocol

\* Use of Essential Standards Tracker

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Learning Leaders

**Collaborating Departments:** Classroom Teachers

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 14, 15, 16, 17

### Key Strategic Action 8 Details

**Key Strategic Action 8:** Intervention: Learners will be supported in their math learning through the campus interventionist who will collaborate with teachers and support staff to provide acceleration, intervention, and remediation for learners. Instructional assistants will support learners in need of additional time and support with essential math standards.

**Progress Measure (Lead):** \*Teachers will guide students in becoming assessment-capable visible learners who participate actively in their own learning

\*Through analysis of a range of assessment data, students will be identified for targeted, timely intervention support around the foundational math skills and essential standards

\*Students demonstrating essential standards mastery will participate in extension experiences across DOK levels to further deepen their understanding of essential standards

\*i-Ready and classroom assessment essential standards data tracking

\* Use of Data Analysis Protocols

\* Use of Student Work Protocols

\* Use of Formative Assessment Protocol

\* Use of Essential Standards Tracker

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Learning Leaders

**Collaborating Departments:** Classroom Teachers, Interventionist, Instructional Assistants

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Student Success 14, 15, 16, 17

**Funding Sources:** Fund instructional assistants to provide accelerated instruction and intervention around essential standards and foundational skills - 211 - ESEA, Title I Part A - 211.11.6129.00.129.30.000 - \$51,422, Fund instructional assistant to provide differentiated small group instruction and intervention around essential standards and foundational skills - 166 - State Comp Ed - 166.11.6129.00.129.30.AR0 - \$25,652

### Key Strategic Action 9 Details

**Key Strategic Action 9:** Intervention: An After School Learning Academy will be established to provide tutoring and instructional support to students in need of additional time and attention for learning. Morning support will also be provided.

**Progress Measure (Lead):** \*Teachers and assistants will provide tutoring support before and after school to address foundational and essential standards

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Interventionist

**Collaborating Departments:** Campus Instructional Specialist, Classroom Teachers

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 14, 15, 16, 17

### Key Strategic Action 10 Details

**Key Strategic Action 10: Teaching and Learning:** Learners will have opportunities to engage in additional math learning experiences including Math Olympics, field-based instruction, family math nights, and clubs, and college experience days.

**Progress Measure (Lead):** \*Campus will maintain partnership with No Excuses University

\*The campus guiding coalition will meet a minimum of once per month (final Wednesday of month) to review results of collaborative work, strengthen the six school-wide systems, and plan for extended learning experiences connected to college \*Provide

college-connected interest groups to all students monthly and bi-yearly during the campus-wide Meerkat University College Day

\*Students will participate in the campus Meerkat University College Day to learn about majors within 8 fields of study

\*Partner with community organizations of higher learning and ECHS to support college-bound culture

\*During Meerkat Prep time teachers will devote time to college conversations/lessons from counselors

\*Students in grade 3-5 will develop college awareness through Navigate college and career workbook and website

\*Teachers will utilize NEU Connect for resources related to promoting a college-bound culture in the classroom \*Teachers will

adopt a college of their choosing and use it as a basis for educating students about college; college symbolism will be visible throughout the campus

\*Students will participate in the STEM Mobile Lab to explore STEM concepts and careers

\*Active partnerships with the Adopt a School Program

\*Utilize Field-Based Instruction (FBI) Planning and Request Form to ensure alignment to standards

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, Campus Instructional Specialist

**Collaborating Departments:** Guiding Coalition, Classroom Teachers

**TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**Problem Statements:** Student Success 14, 15, 16, 17



### Key Strategic Action 11 Details

**Key Strategic Action 11:** Teaching & Learning: Learners will be supported in their learning of essential mathematics standards through the use of online learning resources, including i-Ready.

**Progress Measure (Lead):** \*Collaborative teacher teams will meet weekly to move through the collaborative work cycle to address the four + 1 critical PLC questions  
\*Collaborative teacher teams will use REAL criteria to identify the essential standards in math

\*Teachers will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

\*Utilize Program Usage and Performance Reports to inform instruction

\*Utilize Student Math Learning Plans to guide instruction

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Administration, Campus Instructional Specialist

**Collaborating Departments:** Learning Leaders

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 14, 15, 16, 17

### Key Strategic Action 12 Details

**Key Strategic Action 12:** Teachers, support staff, and administrators are supported in their professional growth through job-embedded professional learning and participation in district and outside workshops and conferences to support expert delivery of curriculum and the strengthening of the art and science of teaching.

**Progress Measure (Lead):** \*Teachers will received quality walkthrough/observation feedback and coaching conversations to strengthen teaching impact

\*Teachers will receive job-embedded professional learning around best practices in math instruction supported by Solution Tree

\*Teachers will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, i-Ready)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Campus Instructional Specialist

**Collaborating Departments:** Assistant Principals, Interventionist

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 14, 15, 16, 17

### Goal 3 Problem Statements:

## Student Success

**Problem Statement 1:** Goal 1.1 Connections & Citizenship: At the end of 2024 the number of discipline referrals increased to 759 from 698 the previous year. **Root Cause:** Continue to strengthen consistent practices around the development of appropriate behavior, building & sustaining positive relationships, and applying early targeted intervention to address serious behavior.

**Problem Statement 14:** Goal 1.3 Math: In 2024, 36% of 3rd graders scored Meets on the Math STAAR, which is 6 points below the previous year's performance (45%); 38% of 5th graders scored meets on the Math STAAR, which is 6 points below the previous year's performance (44%). **Root Cause:** Must implement differentiated, targeted instruction to build foundational math skills, conceptual understanding of math skills, and mathematical reasoning & problem-solving skills. Math instruction and learning must include simultaneous use of concrete, representational, and abstract and implementation of discourse around math targets.

**Problem Statement 15:** Goal 1.3 Math: In 2024, the EOY Math MAP reveals 4 out of 6 grade levels did not meet the grade-level projected growth norm from the BOY to EOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Math test and teacher use of the MAP learner continuum to inform instruction/intervention.

**Problem Statement 16:** Goal 1.3 Math: In 2024, 5%, 9%, and 17% of special education students scored at the Meets proficiency level in grades 3-5 respectively, which is below the math Meets level goals at each grade level. **Root Cause:** Goals must be written that define students' pathway towards grade level proficiency, and instruction must be provided consistently and intentionally as part of both core and additional intervention by certified staff with the support of trained instructional assistants.

**Problem Statement 17:** Goal 1.3 Math: In 2024, 26%, and 23% of African American students scored at the Meets proficiency level in grades 3-4 respectively and 9% of Hispanic students at grade 5, which is below the math Meets level goals for each grade level. **Root Cause:** Must ensure students receive high-quality instruction in math where students' number sense, critical thinking, problem-solving skills, and conceptual understanding are developed through authentic learning experiences.

**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:** Create and sustain a college and career culture introducing students to a range of college majors and raising college awareness with parents.

**Progress Measure (Lead):** \*Campus will maintain partnership with No Excuses University and new teachers will attend NEU Bootcamps and conferences

\*Provide college-connected Interest Groups to all students monthly and

bi-yearly during the campus-wide Meerkat University College Day

\*Students will participate in the campus Meerkat University College Day to learn about majors within 8 fields of study

\*During Meerkat Prep time teachers will devote time to college conversations/lessons from counselors

\*Students in grade 3-5 will develop college awareness through books and site provided through resources such as the Federal Reserve Bank of Dallas

\*Teachers will utilize NEU Connect for resources related to promoting a college-bound culture in the classroom

\*Teachers will

adopt a college of their choosing and use it as a basis for educating students about college. College symbolism will be visible throughout the campus

\*Students will participate in the STEM Mobile Lab to explore STEM concepts and careers

\*Host Parent University sessions to educate parents about supporting student achievement and college-readiness

**Outcome Measure (Lag):** Post-College Day reflective writings will be collected from each student with 90% reflecting a positive, impactful experience

Post-College Day reflective writings will be collected from each teacher/staff member with 95% reflecting a positive, impactful experience

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Counselors, Administration

**Collaborating Departments:** Guiding Coalition

**TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Success 5, 9, 14

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Expand community partnerships to enhance and broaden learning experiences for students.

**Progress Measure (Lead):** Partner with community organizations of higher learning and ECHS to support college-bound culture and plan field experiences at college campuses

**Outcome Measure (Lag):** Post-College Day reflective writings will be collected from each student with 90% reflecting a positive, impactful experience  
Post-College Day reflective writings will be collected from each teacher/staff member with 95% reflecting a positive, impactful experience

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Counselor

**Collaborating Departments:** Administration, Guiding Coalition

**TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Success 4, 5, 9, 14

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Provide teacher and parent training in Gifted and Talented (GT) education to include professional learning for educators around providing differentiated learning experiences and curriculum compacting for students enrolled in the GT program.

**Progress Measure (Lead):** Revisit characteristics of giftedness to inform evaluation recommendations

Meet monthly with GT teachers to collaborate around instruction and extension

Provide time for GT students to work with intellectual peers

**Outcome Measure (Lag):** Report of students evaluated and qualified for the GT program

EOY assessment performance at Mastery levels in areas of identified giftedness

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Campus Instructional Specialist, Principal

**Collaborating Departments:** Assistant Principals, Teachers

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 18

**Funding Sources:** Fund instructional materials for GT students - 177 - Gifted/Talented - 177.11.6399.00.129.21.000 - \$273, Fund field-based instruction for GT students - 177 - Gifted/Talented - 177.11.6494.00.129.21.000 - \$400, Fund professional learning for GT educators - 177 - Gifted/Talented - 177.13.6411.00.129.21.000 - \$1,000, Fund professional membership dues - 177 - Gifted/Talented - 177.13.6495.00.129.21.000 - \$500

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Teaching and Learning: Learners demonstrating high levels of achievement will be screened for the Gifted and Talented program. GT students will participate in enrichment experiences including TPSP project.

**Progress Measure (Lead):** \*Planned extension experiences  
\*Schedule teacher and parent training around GT learners

**Outcome Measure (Lag):** TPSP projects  
GT recommendations and evaluations  
EOY assessment performance for GT students

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Campus Instructional Specialist, Principal

**Collaborating Departments:** Teachers, Counselors

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 18

### Goal 4 Problem Statements:

### Student Success

**Problem Statement 4:** Goal 1.1 Connections & Citizenship: Parent/family participation in parent-teacher conferences is below the 100% participation campus goal, and attendance at informational sessions to support student learning is less attended than activity-based and celebratory and performance events. **Root Cause:** Continue to work toward family outreach and engagement through a variety of means

**Problem Statement 5:** Goal 1.2 Reading/Writing: In 2024, 44% of 5th graders scored at the Meets level on STAAR Reading, which is below the State average (54%), the District average (51%), and the campus goal of 50% over all grade levels. **Root Cause:** Must implement consistent use of authentic reading experiences, close reading around complex text, targeted instruction in foundational reading skills/big six comprehension strategies, and scaffolded small group reading.

**Problem Statement 9:** Goal 1.2: Reading/Writing (Science Connection): In 2024, 40% of fifth graders scored Approaches and 15% scored Meets on STAAR Science compared to 57% Approaches and 26% Meets for the State; Science scores are below the Approaches level goal of 60% and the Meets level goal of 20%. **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate science content reading, academic vocabulary, student discourse, and writing.

**Problem Statement 14:** Goal 1.3 Math: In 2024, 36% of 3rd graders scored Meets on the Math STAAR, which is 6 points below the previous year's performance (45%); 38% of 5th graders scored meets on the Math STAAR, which is 6 points below the previous year's performance (44%). **Root Cause:** Must implement differentiated, targeted instruction to build foundational math skills, conceptual understanding of math skills, and mathematical reasoning & problem-solving skills. Math instruction and learning must include simultaneous use of concrete, representational, and abstract and implementation of discourse around math targets.

**Problem Statement 18:** Goal 1.4: In 2024, 11 students were identified for the Gifted and Talented program, which is below the goal of 5% for the campus. **Root Cause:** Educate teachers and parents on recognizing traits of giftedness and nominating students for gifted and talented evaluations.

**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.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Teachers will work within a collaborative culture to build healthy working relationships, form partnerships with parents/families, and engage in collaborative work cycle.

**Progress Measure (Lead):** \*Collaborative teacher teams will develop team norms/collective commitments, team vision, and norms check process to guide their collaborative work time

\*Team Time Reflections will be used for teams to assess their meeting productivity

\*Parent Engagement Policy & Home School Compact will be reviewed with parents

**Outcome Measure (Lag):** Collaborative Work Cycle artifacts completed

HSC signatures

Culture & Climate Surveys indicate positive results

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Learning Leaders

**Collaborating Departments:** Specials Department

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 4 - Human Capital 3

### Key Strategic Action 2 Details

**Key Strategic Action 2:** The campus will implement Capturing Kids' Hearts to foster a climate of respect and caring among all staff members. Teachers and staff will engage in team and campus-building activities to become acquainted with one another and to form positive connections that support the achievement of campus goals.

**Progress Measure (Lead):** \*Provide CKH training to staff members

\*Select process champions to support CKH implementation

\*Participate in principal learning sessions around CKH

\*Implement CKH practices across campus

\*Feature CKH practices through the Weekly Focus using website resources

**Outcome Measure (Lag):** Mid-year and End-of-Year staff surveys indicate sense of belonging and culture of caring

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Administration

**Collaborating Departments:** Counselors

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 4 - Human Capital 3

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Club Maxdale and campus/teacher leaders will lead traditions each month and throughout the year that foster community-building and building of a positive, supportive working environment. Teachers and support staff are recognized and celebrated throughout the year during specific recognition days.

**Progress Measure (Lead):** \*Establish Guiding coalition and committees to support healthy school culture

\*Establish Club Maxdale to support healthy school climate

**Outcome Measure (Lag):** Mid-year and End-of-Year staff surveys indicate sense of belonging and culture of caring

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Administration, Leadership Team

**Collaborating Departments:** All staff

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 3

### Goal 1 Problem Statements:

### Student Success

**Problem Statement 4:** Goal 1.1 Connections & Citizenship: Parent/family participation in parent-teacher conferences is below the 100% participation campus goal, and attendance at informational sessions to support student learning is less attended than activity-based and celebratory and performance events. **Root Cause:** Continue to work toward family outreach and engagement through a variety of means

## Human Capital

**Problem Statement 3:** In 2024, the campus lacked consistent classroom substitute teachers, which led to instructional assistants being pulled from their normal instructional/intervention duties in order to cover classrooms in the teachers' absences or splitting students into other teachers' classrooms, which potentially creates stress for teachers and weakened learning for students. **Root Cause:** Lack of availability of qualified substitutes.



**Priority 2: Human Capital**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Campus leadership and teacher leaders will attend district hiring events such as Job Fairs and informal hiring events to select and hire teachers and supporting staff.

**Progress Measure (Lead:** Monitor Frontline Recruiting and Hiring for qualified, quality candidates

**Outcome Measure (Lag):** By July 100% of campus positions will be fully staffed

**Dates/Timeframes:** July 2025

**Staff Responsible for Monitoring:** By July 100% of campus positions will be fully staffed

**Collaborating Departments:** Human Resources, Assistant Principals, Campus Instructional Specialist

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

**Problem Statements:** Human Capital 1, 2, 3

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Teachers and paraprofessional staff will give input around the grade levels/program assignments they wish to pursue. Staff will be encouraged and supported in pursuing advancements within the campus and obtaining teaching credentials.

**Progress Measure (Lead:** \*Hold monthly meetings with paraprofessionals to foster communication and collaboration

\*Learning Leaders regularly participate in teacher meetings to foster communication and relationship-building

\*Meet during the year with paraprofessional and professional staff to discuss current work and goals

**Outcome Measure (Lag):** Mid-year and End-of-Year staff surveys indicate growth and satisfaction within work and in relationship with colleagues and campus leadership

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal

**Collaborating Departments:** Assistant Principals

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 3

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Instructional Assistants will participate in professional learning sessions to strengthen their teaching craft and will be supported in their endeavors to move into professional teaching positions including participation in the District's TEACH program.

**Progress Measure (Lead):** \*Share opportunities for advancement on campus

**Outcome Measure (Lag):** Report of instructional assistants applying to teacher programs and advancing to instructor/teacher positions  
Enrollment of instructional assistants into the TEACH program

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal

**Collaborating Departments:** Assistant Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Human Capital 3, 4

### Goal 2 Problem Statements:

#### Human Capital

**Problem Statement 1:** In 2024, the campus operated without our district-allocated Special Programs Facilitator, which caused those duties to transfer to the campus assistant principals. **Root Cause:** Lack of quality, qualified applicants for the position.

**Problem Statement 2:** In 2024, the campus was without the two allocated special education teachers, which impacted the campus's ability to provide high-yield instruction for special education students in meeting their IEP goals. **Root Cause:** Lack of quality, qualified applicants for the position.

**Problem Statement 3:** In 2024, the campus lacked consistent classroom substitute teachers, which led to instructional assistants being pulled from their normal instructional/intervention duties in order to cover classrooms in the teachers' absences or splitting students into other teachers' classrooms, which potentially creates stress for teachers and weakened learning for students. **Root Cause:** Lack of availability of qualified substitutes.

**Problem Statement 4:** In 2024, the campus operated without a full of staff of professional and paraprofessionals. Some classrooms were taught by instructors still in the process of gaining certification. **Root Cause:** Lack of availability of suitable, qualified applicants.

**Priority 2: Human Capital**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Teachers, support staff, and administrators are supported in their professional growth through job-embedded professional learning and participation in district and outside workshops and conferences to improve expert delivery of curriculum and the strengthening of the art and science of teaching.

**Progress Measure (Lead):** \*Teachers will received quality walkthrough/observation feedback and coaching conversations to strengthen teaching impact

\*Teachers will receive job-embedded professional learning around best practices in math instruction supported by Solution Tree

\*Teachers will utilize HQIP and HQIM across DOK levels to yield desired learning outcomes for all students

\*Teachers and staff will attend professional learning opportunities

\*Share opportunities for advancement and leadership on campus and inside & outside the district

**Outcome Measure (Lag):** End of Year Assessment Data (STAAR, MAP, Circle, reading and writing levels)

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Campus Instructional Specialist

**Collaborating Departments:** Assistant Principals, Interventionist

**Problem Statements:** Student Success 5, 9, 14, 15, 16, 17

**Funding Sources:** Fund Solution Tree presenter for DNA Math. - 211 - ESEA, Title I Part A - 211.13.6299.00.129.30.000 - \$20,497, Fund professional learning opportunities for teachers. - 166 - State Comp Ed - 166.13.6411.00.129.30.AR0 - \$5,000, Fund professional learning opportunities for administration. - 166 - State Comp Ed - 166.23.6411.00.129.30.AR0 - \$3,500, Fund Solution Tree presenter for DNA Math. - 166 - State Comp Ed - 166.13.6299.00.129.30.AR0 - \$6,000

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Teachers and staff will be spotlighted throughout the year for their high-impact instructional practices through informal sharing sessions during staff/faculty meetings as well as for other contributions that represent campus core values and that lead to realizing our campus mission and vision.

**Progress Measure (Lead):** \*Identify high-impact teaching practices

\*Lead teachers and instructional assistants in high-impact teaching practices

\*Create high-profile bulletin board to recognize staff

\*Organize learning walks for teachers to visit classrooms to observe teachers engaging in high-impact teaching

\*Recognize teachers and their high-impact practice during collaborative team & faculty meetings and through weekly staff newsletter

**Outcome Measure (Lag):** Mid-year and End-of-Year staff surveys indicate professional growth and positive impact upon quality of teaching and learning within classrooms  
End of year assessment goals met

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Administration, Campus Instructional Specialist

**Collaborating Departments:** Teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Student Success 6, 14 - Human Capital 3

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Design specialized professional learning experiences to effectively prepare new teachers to provide quality instruction to students in an environment that supports learning.

**Progress Measure (Lead):** Plan and hold learning sessions during inservice week and when possible during the summer

**Outcome Measure (Lag):** Academic student performance reports

Classroom management documentation

New teacher input from discussions, questionnaires

**Dates/Timeframes:** August 2025 - August 2026

**Staff Responsible for Monitoring:** Principal, Campus Instructional Specialist

**Collaborating Departments:** Assistant Principals, Interventionist/Coach

**TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Success 6, 15

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Teachers will have opportunities to develop in their leadership capacities as they lead and participate in committee task forces, work together in vertical teams to achieve academic goals, observe high-impact practices in model classrooms, and lead/establish grade level & campus initiatives and traditions. Staff will have opportunities to give input into campus practices and systems effectiveness.

**Progress Measure (Lead):** \*Form Guiding Coalition to include teachers in leading establishment and implementation of best school system practices

\*Establish committee task forces led by teachers

\*Establish SBDM Committee to allow teachers to contribute to strategic actions and use of campus grant funds

\*Provide activity fund training to teachers to support their leading campus clubs and initiatives

**Outcome Measure (Lag):** Mid-year and End-of-Year staff surveys indicate professional growth and positive impact upon quality of teaching and learning within classrooms  
End of year assessment goals met

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal

**Collaborating Departments:** Assistant Principals, Campus Instructional Specialist, Teachers

**TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Success 6, 7, 15

### Goal 3 Problem Statements:

### Student Success

**Problem Statement 5:** Goal 1.2 Reading/Writing: In 2024, 44% of 5th graders scored at the Meets level on STAAR Reading, which is below the State average (54%), the District average (51%), and the campus goal of 50% over all grade levels. **Root Cause:** Must implement consistent use of authentic reading experiences, close reading around complex text, targeted instruction in foundational reading skills/big six comprehension strategies, and scaffolded small group reading.

**Problem Statement 6:** Goal 1.2 Reading/Writing: In 2024, 56% of Kindergartners, 39% of 1st graders, 56% of 2nd graders, 73% of 3rd graders, 56% of 4th graders, and 55% of 5th graders were reading on grade level at the end of the school year, which is below the goal of 75% or more of students reading on grade level. **Root Cause:** Must implement consistent use of authentic reading experiences, close reading around complex text, targeted instruction in foundational reading skills/big six comprehension strategies, and scaffolded small group reading.

**Problem Statement 7:** Goal 1.2 Reading/Writing: In 2024, the EOY Reading MAP reveals 6 out of 6 grade levels did not meet the grade-level projected growth norm from the BOY to EOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Reading test and teacher use of the MAP learner continuum to inform instruction/intervention.

**Problem Statement 9:** Goal 1.2: Reading/Writing (Science Connection): In 2024, 40% of fifth graders scored Approaches and 15% scored Meets on STAAR Science compared to 57% Approaches and 26% Meets for the State; Science scores are below the Approaches level goal of 60% and the Meets level goal of 20%. **Root Cause:** Must devote time to designing and executing high-quality science lessons across grade levels that incorporate science content reading, academic vocabulary, student discourse, and writing.

**Problem Statement 14:** Goal 1.3 Math: In 2024, 36% of 3rd graders scored Meets on the Math STAAR, which is 6 points below the previous year's performance (45%); 38% of 5th graders scored meets on the Math STAAR, which is 6 points below the previous year's performance (44%). **Root Cause:** Must implement differentiated, targeted instruction to build foundational math skills, conceptual understanding of math skills, and mathematical reasoning & problem-solving skills. Math instruction and learning must include simultaneous use of concrete, representational, and abstract and implementation of discourse around math targets.

### Student Success

**Problem Statement 15:** Goal 1.3 Math: In 2024, the EOY Math MAP reveals 4 out of 6 grade levels did not meet the grade-level projected growth norm from the BOY to EOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Math test and teacher use of the MAP learner continuum to inform instruction/intervention.

**Problem Statement 16:** Goal 1.3 Math: In 2024, 5%, 9%, and 17% of special education students scored at the Meets proficiency level in grades 3-5 respectively, which is below the math Meets level goals at each grade level. **Root Cause:** Goals must be written that define students' pathway towards grade level proficiency, and instruction must be provided consistently and intentionally as part of both core and additional intervention by certified staff with the support of trained instructional assistants.

**Problem Statement 17:** Goal 1.3 Math: In 2024, 26%, and 23% of African American students scored at the Meets proficiency level in grades 3-4 respectively and 9% of Hispanic students at grade 5, which is below the math Meets level goals for each grade level. **Root Cause:** Must ensure students receive high-quality instruction in math where students' number sense, critical thinking, problem-solving skills, and conceptual understanding are developed through authentic learning experiences.

### Human Capital

**Problem Statement 3:** In 2024, the campus lacked consistent classroom substitute teachers, which led to instructional assistants being pulled from their normal instructional/intervention duties in order to cover classrooms in the teachers' absences or splitting students into other teachers' classrooms, which potentially creates stress for teachers and weakened learning for students. **Root Cause:** Lack of availability of qualified substitutes.

**Priority 2: Human Capital**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** All staff members will receive specific, timely feedback following formal evaluations of job performance to support achievement of individual and campus goals.

**Progress Measure (Lead):** \*T-PESS conferences to plan and review professional goals and student learning goals

\*Teacher walkthroughs, evaluations, and coaching feedback

\*Teacher T-TESS observations, BOY conferences

\*Mid-Year performance input for administration and professional support

\*Mid-Year and End of Year Evaluations for paraprofessionals

**Outcome Measure (Lag):** Teacher T-TESS summative conferences

End of Year performance input for administration and professional support

End of Year Evaluations for paraprofessionals

**Dates/Timeframes:** August 2024 - May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Collaborating Departments:** Campus Instructional Specialist

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 6, 7, 15

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Teachers will receive regular coaching feedback following classroom observations and participate in campus learning walks to observe effective teaching and management practices from teachers within the campus learning community.

**Progress Measure (Lead):** \*Observations of instructional practices

\*Tiering of teachers

\*Scheduling teacher learning walks around best instructional practices

**Outcome Measure (Lag):** Coaching Walk growth and performance

EOY Assessment Data

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**Collaborating Departments:** Campus Instructional Specialist, Teachers

**TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 6, 7, 15

### Goal 4 Problem Statements:

### Student Success

**Problem Statement 6:** Goal 1.2 Reading/Writing: In 2024, 56% of Kindergartners, 39% of 1st graders, 56% of 2nd graders, 73% of 3rd graders, 56% of 4th graders, and 55% of 5th graders were reading on grade level at the end of the school year, which is below the goal of 75% or more of students reading on grade level. **Root Cause:** Must implement consistent use of authentic reading experiences, close reading around complex text, targeted instruction in foundational reading skills/big six comprehension strategies, and scaffolded small group reading.

**Problem Statement 7:** Goal 1.2 Reading/Writing: In 2024, the EOY Reading MAP reveals 6 out of 6 grade levels did not meet the grade-level projected growth norm from the BOY to EOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Reading test and teacher use of the MAP learner continuum to inform instruction/intervention.

**Problem Statement 15:** Goal 1.3 Math: In 2024, the EOY Math MAP reveals 4 out of 6 grade levels did not meet the grade-level projected growth norm from the BOY to EOY. **Root Cause:** Must ensure students understand the purpose and significance of the MAP Math test and teacher use of the MAP learner continuum to inform instruction/intervention.



**Priority 3: Financial Stewardship**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Through an evaluation of a range of campus data, the designation and expenditure of campus funds will be dedicated to the support of students, teachers, staff, and overall campus needs.

**Progress Measure (Lead):** \*Previous year's general fund purchases

\*Previous year's grant purchases

\*Review of student academic performance and behavioral data

\*Review of teacher performance data

**Outcome Measure (Lag):** Purchase reports and usage effectiveness of purchased resources

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Campus Instructional Specialist, Principal Secretary

**Collaborating Departments:** SBDM Committee

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Financial Stewardship 1, 2

**Goal 1 Problem Statements:**

**Financial Stewardship**

**Problem Statement 1:** Some campus accounts have balances at the end of year indicating funds that were not spent in support of campus goals **Root Cause:** Plan for campus purchases by increasing awareness of spending deadlines and monitoring of balances to spend

**Problem Statement 2:** Guidelines surrounding use of particular grant funds may not be followed in an efficient manner **Root Cause:** Attend training sessions and regularly review training documents related to grant purchases

**Priority 3: Financial Stewardship**

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

| <b>Key Strategic Action 1 Details</b>  |
|--|
| <p><b>Key Strategic Action 1:</b> Review financial reports monthly with principal secretary to complete budget reviews and audits to monitor spending and ensure funds are used efficiently.</p> <p><b>Progress Measure (Lead):</b> *Hold weekly meetings between principal and secretary to review purchases, budget balances, and associated documentation</p> <p><b>Outcome Measure (Lag):</b> End of year budget balances<br/>Review of purchases of planned resources</p> <p><b>Dates/Timeframes:</b> August 2024-May 2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Principal Secretary</p> <p><b>Collaborating Departments:</b> Campus Instructional Specialist</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Financial Stewardship 1, 2</p>  |
| <b>Key Strategic Action 2 Details</b>  |
| <p><b>Key Strategic Action 2:</b> Share financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need.</p> <p><b>Progress Measure (Lead):</b> *Share and update grant purchases with SBDM committee<br/>*Share with staff resources purchased and use of resources towards achievement of goals</p> <p><b>Outcome Measure (Lag):</b> End of year budget balances<br/>Review of purchases of planned resources</p> <p><b>Dates/Timeframes:</b> August 2024-May 2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Principal Secretary</p> <p><b>Collaborating Departments:</b> Campus Instructional Specialist</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Financial Stewardship 1, 2</p> |

**Goal 2 Problem Statements:**

## Financial Stewardship

**Problem Statement 1:** Some campus accounts have balances at the end of year indicating funds that were not spent in support of campus goals **Root Cause:** Plan for campus purchases by increasing awareness of spending deadlines and monitoring of balances to spend

**Problem Statement 2:** Guidelines surrounding use of particular grant funds may not be followed in an efficient manner **Root Cause:** Attend training sessions and regularly review training documents related to grant purchases

**Priority 3: Financial Stewardship**

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

| <b>Key Strategic Action 1 Details</b>   |
|---|
| <p><b>Key Strategic Action 1:</b> Staff will attend required training sessions on district policies related to proper handling of budgeted funds to ensure compliance. Updates to policy will be shared proactively and in timely manner.</p> <p><b>Progress Measure (Lead):</b> *Representative from Budget will train staff on requirements regarding sponsoring school clubs</p> <p><b>Outcome Measure (Lag):</b> Club sponsorship documentation<br/>Activity Fund documentation</p> <p><b>Dates/Timeframes:</b> August 2024-May 2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Principal Secretary</p> <p><b>Collaborating Departments:</b> Teachers</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Financial Stewardship 1, 2</p> |

**Goal 3 Problem Statements:**

| <b>Financial Stewardship</b>  |
|---|
| <p><b>Problem Statement 1:</b> Some campus accounts have balances at the end of year indicating funds that were not spent in support of campus goals <b>Root Cause:</b> Plan for campus purchases by increasing awareness of spending deadlines and monitoring of balances to spend</p> <p><b>Problem Statement 2:</b> Guidelines surrounding use of particular grant funds may not be followed in an efficient manner <b>Root Cause:</b> Attend training sessions and regularly review training documents related to grant purchases</p> |

**Priority 3: Financial Stewardship**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Staff will be informed about district procedures and policies related to the management of funds and the use of related resources. Campus leadership will ensure related campus procedures align with district departmental expectations and requirements.

**Progress Measure (Lead):** \*Representative from Budget will train staff on requirements regarding sponsoring school clubs

**Outcome Measure (Lag):** Club sponsorship documentation  
Activity Fund documentation

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Principal Secretary

**Collaborating Departments:** Teachers

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Financial Stewardship 1, 2

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** The campus will implement systems for monitoring the management and use of campus funds and purchased resources to ensure alignment with district guidelines and goals.

**Progress Measure (Lead):** \*Share and update grant purchases with SBDM committee

\*Share with staff resources purchased and use of resources towards achievement of goals

\*Hold weekly meetings between principal and secretary to review purchases, budget balances, and associated documentation

**Outcome Measure (Lag):** End of year budget balances  
Review of purchases of planned resources

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Principal Secretary

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Financial Stewardship 1, 2

**Goal 4 Problem Statements:**

## Financial Stewardship

**Problem Statement 1:** Some campus accounts have balances at the end of year indicating funds that were not spent in support of campus goals **Root Cause:** Plan for campus purchases by increasing awareness of spending deadlines and monitoring of balances to spend

**Problem Statement 2:** Guidelines surrounding use of particular grant funds may not be followed in an efficient manner **Root Cause:** Attend training sessions and regularly review training documents related to grant purchases