

Killeen Independent School District

Ira Cross Elementary School

2024-2025



Table of Contents

Comprehensive Needs Assessment	3
Student Success	3
Human Capital	12
Human Capital Summary	12
Teachers	12
Staff Retention Rate	13
Financial Stewardship	15
3.1 The campus will use data-driven planning to prioritize resource allocation.	15
3.2 The campus will prepare budgets using transparent and open communication among stakeholders.	15
3.3 The campus will continuously evaluate and update policies and procedures to foster a positive culture and climate.	15
3.4 The campus operational departments training will focus on effective and sustainable use of district resources and procedures.	15
Financial Stewardship Strengths	15
Priorities	17
Priority 1: Student Success	17
Priority 2: Human Capital	36
Priority 3: Financial Stewardship	47

Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Opportunities for Students

- To foster greater student connectedness, Ira Cross Jr. must address the need for more diverse and engaging extracurricular opportunities, such as the National Elementary Honor Society, Career and Tech Club, and other activities sponsored by campus staff.
- To better meet the need for student connectedness, it is essential to expand field-based instruction opportunities, such as GT conventions and collaborative programs with other campuses.
- To address the need for improved student connectedness, the Capturing Kids' Hearts program will be implemented to promote and reinforce positive behaviors throughout the school.
- To strengthen student connectedness, there is a need for weekly social-emotional writing challenges that highlight the importance of building and maintaining strong relationships.
- To enhance student connectedness, there is a need to consistently apply a common set of behavior expectations across classrooms, hallways, cafeterias, and recess areas on a daily basis.
- To improve student connectedness, there is a need to actively utilize the Communities in Schools program available on campus.
- To better support student connectedness, there is a need to ensure that our social-emotional learning specialist is actively and readily available to assist all students as needed.
- To strengthen student connectedness, it is essential to provide both whole group and individual support from counselors as needed.
- To enhance student connectedness, there is a need for regular recognition of students and staff on a monthly basis for their academic achievements and character traits.
- To improve student connectedness, there is a need to offer academic tutoring throughout the year for multiple grade levels.

Academic and Social support for students

Our goals are to:

- Ensure that all students interact at high cognitive levels.
- Ensure engagement and participation.
- Daily alignment of tasks and learning objectives with specific instructional goals.
- Increase student understanding of the learning targets.
- Improve reading comprehension across all grade levels through Benchmark phonological awareness and reading comprehension strategies
- Writing will continue to be integrated across all grade levels, and progress will be monitored throughout the school year.
- Science will be implemented daily through a variety of learning styles.
- For Math, we will continue to focus on the building processes and problem-solving skills across all grade levels.
- Our special education staff will work in conjunction with general staff to meet the needs of all students by implementing an efficient supportive program.
- Implement an efficient ELL program to support the needs of all English language learners.
- Implement an efficient GT program to extend the learning of our Gifted and Talented learners.
- Implement and efficient Counseling schedule and program that will meet the needs of our students.

Parent and Student Engagement/Partnership Opportunities

- Meet the teacher night
- In-person parent conferences opportunities (Fall & Spring)
- Reading/Writing night
- Math/Science night
- Daddy and me event
- Muffins w/ Mom's event
- Kite day
- Field day
- Awards shows
- Volunteer program and opportunities
- Dyslexia and Bilingual information nights

Feedback Surveys

- A yearly student engagement survey is provided so that staff is aware of their performance in order reflect and make adjustments as needed.
- A yearly survey is provided for all parents to rate parent awareness, participation and seek suggestions for improvement.

Student Attendance and Discipline

At Ira Cross, we value attendance and punctuality. Attendance, tardiness, and discipline referrals are monitored carefully through district and campus programs. Last school year, 6,635 tardies were accumulated across all grade levels. A revised campus tardy and attendance policy will be looked into that will align with the student code of conduct and promotes parent involvement.

Ira Cross is a bully-free zone. The district-adopted online bully reporting program is utilized efficiently when needed. Bullying incidents are rare and addressed immediately.

Additionally, negative behaviors that distract students from learning are not tolerated. Discipline referrals are issued based on the student code of conduct but we understand the importance of keeping our students in the classroom. Last school year, 254 discipline incidents were accumulated on campus. Our staff will continue to work well together in order to maintain a safe and fun learning environment.

Fostering relationships is key to assisting with low discipline referrals. For the 2024-2025 school year teachers will be trained to use the Capturing Kids Heart Program to set and meet personal, behavioral, and growth goals.

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

For the upcoming 2024-2025 school year, our campus plans on implementing a campus-wide strategy designed to help bridge some of the learning gaps by focusing on responding to student needs with explicit instructional delivery.

READING

Pre-kindergarten CLI overall EOY results:

- Rapid letter naming 93%
- Rapid vocabulary 95%
- Phonological awareness 95%

- Social-emotional behaviors 75%
- Early Writing Skills 95%

▪ MAP Reading Results:

53% of Kindergarten students met or exceeded their projected growth scores on MAP tests. 56% were at or above grade level norm.

34% of First Grade students met or exceeded their projected growth scores on MAP tests. 29% were at or above grade level norm.

65% of Second Grade students met or exceeded their projected growth scores on MAP tests. 55% were at or above grade level norm.

▪ STAAR Reading Language Arts Results:

76% of Third Grade students scored approaches or above on the STAAR.

85% of Fourth Grade students scored approaches or above on the STAAR.

74% of Fifth Grade students scored approaches or above on the STAAR.

	Grade 3 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	24%	24%	76%	76%	40%	47%	11%	18%
Region	25%	27%	75%	73%	47%	45%	16%	17%
State	24%	25%	76%	75%	50%	49%	20%	21%
IRA CROSS JR EL	17%	24%	83%	76%	49%	42%	10%	12%
	Grade 4 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	21%	18%	79%	82%	44%	45%	16%	17%

	Grade 3 Reading							
Region	23%	20%	77%	80%	44%	45%	17%	17%
State	23%	19%	77%	81%	48%	51%	22%	23%
IRA CROSS JR EL	34%	15%	66%	85%	39%	38%	9%	15%
	Grade 5 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	19%	22%	81%	78%	53%	51%	22%	24%
Region	20%	23%	80%	77%	53%	50%	24%	24%
State	29%	22%	81%	78%	57%	54%	28%	29%
IRA CROSS JR EL	15%	26%	85%	74%	50%	53%	13%	17%

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

For the upcoming 2024-2025 school year, our campus plans on implementing a campus-wide strategy designed to help bridge some of the learning gaps by focusing on responding to student needs with explicit instructional delivery.

MATH

Pre-kindergarten CLI overall EOY results:

- Math 98% Overall
 - Rote counting 89%
 - Number discrimination 98%
 - Shape discrimination 98%
 - Operations 79%
 - Counting sets 96%
 - Number naming 86%
 - Shape naming 86%

- MAP Math Results:

41% of Kindergarten students met or exceeded their projected growth scores on MAP tests. 52% were at or above grade level norm.

60% of First Grade students met or exceeded their projected growth scores on MAP tests. 52% were at or above grade level norm.

67% of Second Grade students met or exceeded their projected growth scores on MAP tests. 58% were at or above grade level norm.

- STAAR Math Results:

71% of Third Grade students scored approaches or above on the STAAR.

77% of Fourth Grade students scored approaches or above on the STAAR.

82% of Fifth Grade students scored approaches or above on the STAAR.

	Grade 3 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	28%	30%	72%	70%	40%	41%	15%	13%
Region	29%	32%	71%	68%	41%	39%	16%	13%
State	27%	31%	73%	69%	45%	41%	19%	15%
IRA CROSS JR EL	25%	29%	75%	71%	40%	44%	11%	14%
	Grade 4 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	34%	35%	66%	65%	40%	39%	16%	16%
Region	34%	36%	66%	64%	42%	40%	17%	17%
State	29%	32%	71%	68%	48%	45%	22%	21%
IRA CROSS JR EL	29%	23%	71%	77%	46%	35%	19%	9%

	Grade 3 Math							
	Grade 5 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	23%	27%	77%	73%	45%	45%	15%	15%
Region	21%	27%	79%	73%	48%	45%	18%	15%
State	20%	24%	80%	76%	51%	49%	21%	19%
IRA CROSS JR EL	17%	18%	83%	82%	56%	65%	17%	26%

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

At Ira Cross Jr. elementary we focus on all students and consistently track and monitor progress to make the necessary adjustments. All subjects and students groups are equally important.

Science STAAR

54% of Fifth Grade students scored approaches or above on the STAAR.

	Grade 5 Science							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	41%	53%	59%	47%	26%	17%	9%	5%
Region	27%	47%	63%	53%	32%	23%	13%	9%
State	35%	43%	65%	57%	36%	26%	16%	11%
IRA CROSS JR EL	42%	46%	58%	54%	25%	18%	11%	5%

Special Education Data:

Approximately 50% of all SPED students were successful on STAAR Reading

Approximately 40% of all SPED students were successful on STAAR Math.

Approximately 40% of 5th-grade students were successful on STAAR Science.

ELL data:

Approximately 33% of EB students passed the Science STAAR.

Approximately 85% of EB students passed all Reading STAAR tests (21 out of 24 students).

Approximately 85% of EB students passed all Math STAAR tests (20 out of 24 students).

Spring 2024 TELPAS Results - Composite Score					
	St	Beginner	Intermediate	Advanced	Advanced High
	Count	2024	2024	2024	2024
STATE	630392	23%	37%	27%	12%
DISTRICT	2532	15%	38%	34%	13%
IRA CROSS JR EL	31	13%	39%	32%	16%

GT Student Data:

There were 5 identified 3rd grade GT students for the 2023-2024 STAAR exams.

100% of our third-grade students performed at the "mastered grade level" on one or more STAAR exams. All met standards on the exams.

100% of our Fifth-grade students performed at the "mastered grade level" on one or more STAAR exams. All met standards on the exams.

GT student performance affects all Domains (Student Achievement, School Progress, Closing the Achievement Gaps):

Domain I Student Achievement for campus= 74%, District=74%

Domain II School Progress for campus= 2A(83%), 2B(82%), District 2A(68%), 2B(76%)

Domain III Closing the Gaps for campus= 91%, District=73%

Student Success Strengths

Data analysis revealed the following strengths:

- EOY CIRCLE scores showed a dramatic increase across all developing areas compared to the 22-23 school year.
- EOY MAP scores for Kinder, 1st, and 2nd showed an increase of students on grade level for both Math and Reading

Additional Strengths:

- 4th grade Math STAAR scores were 12% above the district average.
- 4th grade Reading STAAR scores were 3% above the district average.
- 5th grade Science STAAR scores were 7% above the district average.
- 5th grade Math STAAR scores were 9% above the district average.
- An abundance of afterschool activities are offered to help promote a partnership between the school and home.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Data from the 23-24 Reading MAP results show that an average of 46% of our Kindergarten through 2nd grade students were not at or above grade level.

Root Cause: Benchmark phonics, guided reading and tier I instruction is not being carried out with fidelity and to check for understanding.

Problem Statement 2: Data from the 23-24 Math MAP results show that an average of 54% of our Kindergarten through 2nd grade students were not at or above grade level. **Root**

Cause: Math Spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from the 23-24 3rd grade Math STAAR results show that our score decreased from 75 to 71% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 4: Data from the 23-24 4th grade Math STAAR results show that 44% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 5: Data from the 23-24 5th grade Math STAAR results show that our score decreased from 83 to 82% at approaches or above. **Root Cause:** Training for our

new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 6: Data from the 23-24 5th grade Science STAAR results show that our score decreased from 58 to 54% at approaches or above. **Root Cause:** Lack of up to date resources and implementation of Science time with fidelity affected the learning. Additionally, interventions did not meet expectations of meaningful experiences and practice.

Problem Statement 7: Data from the 23-24 3rd grade Reading STAAR results show that our score decreased from 83 to 76% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 8: Data from the 23-24 4th grade Reading STAAR results show that 53% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 9: Data from the 23-24 5th grade Reading STAAR results show that our score decreased from 85 to 74% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 10: Data from the 23-24 STAAR results show that not all of our GT students mastered or improved on their scores from the previous year. **Root Cause:** GT students are lacking challenging experiences that will allow them to reach the master level on the assessment.

Problem Statement 11: Data from the 23-24 STAAR results show that not all of our EB students met or mastered the STAAR tests. **Root Cause:** Lack of differentiation for EB students in classrooms did not allow them to participate in lessons at the appropriate level.

Problem Statement 12: Tardies this school year totaled 6,635 across all grade levels showing an 8% decrease from last year but still excessive. **Root Cause:** Lack of effective tardy policy and consistent follow through on those students and parents consistently late.

Problem Statement 13: Discipline referrals across the entire campus (254) showed an approximate 37% decrease but still excessive for campus standards. **Root Cause:** We did not have a systematic approach in place to educate new students and staff on effective ways to reach desired Ira Cross Jr. behaviors.

Problem Statement 14: Parent involvement in after-school functions across all grade levels had an average attendance rate of 49%, failing to meet our campus goal of 65% parent involvement. **Root Cause:** The systematic approach to reaching out to parents in grades K-5 was not implemented with fidelity.

Problem Statement 15: Technology supplies such as headsets, supplies, cords, dongles, and cases will need to be replaced during the 2024-2025 school year due to no longer being repairable. **Root Cause:** Technology changes faster than we can get it repaired or updated which causes us to fall behind and have obsolete technology.

Problem Statement 16: Ink cartridges will need to be replenished to supplementally support various educational and organizational needs such as printing educational materials. This includes worksheets, study guides and handouts that reinforce classroom learning. **Root Cause:** Ink contracts are expired and will need to be purchased at the campus level in order to facilitate student learning.

Human Capital

Human Capital Summary

Human Capital Summary

To recruit and retain staff, the campus will promote a positive work environment.

In order to attract and retain highly qualified staff, Ira Cross Jr. elementary prides itself on a culture of fun and high expectations. Celebrations are welcomed from all staff members and students. A plethora of on campus professional development is offered and promoted throughout the year. Leadership capacity is built amongst our staff members by providing them with meaningful growth experiences centered around the success of our students.

Teachers

- 3 Pre-Kindergarten teachers
- 5 Kindergarten teachers
- 6 First grade teachers
- 5 Second grade teachers
- 4 Third grade teachers
- 5 Fourth grade teachers
- 3 Fifth grade teachers
- 1 English Language Learning (ELL)
- 2 Physical Education teachers
- 2 Music teachers
- 37% w/ less than 3 years experience
- 30% DOI/Instructors

Education Support Team

- 1 Campus Instructional Coach
- 1 Campus Tech Support Specialist
- 1 Campus Tech aide
- 1 Librarian
- 1 Library aide
- 2 Counselors
- 1 Social Emotional Learning Specialist
- .5 Nurse
- 1 Nurse Aide

Special Education Support Team

- 3 Special Education teachers
- 3 Special Education Aides

- 4 Special Education Self Contained teachers
- 8 Special Education Self Contained Aides
- 1 Speech
- 1 Speech Aide
- 1.5 Dyslexia teachers

Title I Support Team

- 2 MCLs
- 2 RAs
- 5.5 Instructional aides
- 1 Parent Liaison

Staff Retention Rate

85.7% staff returning

Implement effective standards and practices

- Formal feedback is given through walkthroughs, appraisals and coaching.
- Job and recruiting opportunities are attended to communicate and share the campus mission for future openings.
- Weekly PLCs are held and led by instructional leaders or teachers offering best practices.
- SBDM meetings are held and include all stakeholder to make the necessary adjustments throughout the year.
- Mentors are implemented for all new teachers and support systems are set up for those in need.
- Weekly planning meetings are held by team leaders to plan and discuss upcoming learning.

Identify and provide on-going training/coaching needed for staff/ Impact opportunities

- Teachers are encouraged to research and bring PD opportunities to SBDM for possible attendance.
- District and campus PD is encouraged for all staff members.
- Leaders monitor, observe and provide feedback for growth.
- Weekly administration meetings are held to debrief and calibrate feedback being offered.
- Teachers interested in leadership are offered experiences outside of their classroom to grow and learn.
- Administrators are given duties to help them continue to grow as well.

Formal and Informal opportunities to give and receive feedback on job satisfaction and performance

- TTESS Appraisal system

- Auxiliary Appraisals
- Staff Surveys
- Open door policy

Human Capital Strengths

- Retention rate is good.
- Systems in place allow for impactful feedback.
- Professional development is in abundance and offered at various levels for all staff.
- Teacher leadership capacity is a campus focus.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: 37% of our teachers next year will have less than 3 years teaching experience. **Root Cause:** There are fewer highly-qualified applicants with more than five years of experience.

Problem Statement 2: 30% of our teachers will be DOI/Instructors next year until they finish their modules and testing. **Root Cause:** There are fewer certified teachers in the hiring pool.

Financial Stewardship

Financial Stewardship Summary

The campus will use data driven planning to prioritize resource allocation.

3.1 The campus will use data-driven planning to prioritize resource allocation.

- Campus leadership collaborates reviews data and prioritizes resources where needed.
- The Site-Based Decision Making (SBDM) committee works to ensure resources align with campus and district goals.
- The campus improvement plan is reviewed throughout the year to monitor the use and effectiveness of resources listed.
- New resources are considered during SBDM meetings throughout the school year.

3.2 The campus will prepare budgets using transparent and open communication among stakeholders.

- The principal will review financial reports monthly with the principal's secretary to complete budget reviews and audits, ensuring funds are used efficiently.
- At least six SBDM meetings will be held to discuss budget plans, gather stakeholder input, and address concerns, with an agenda available 100% of the time.

3.3 The campus will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- The leadership team will use sign-in sheets and transcripts to ensure required staff attend training sessions on updates to policies and procedures.
- The leadership team will communicate all policies and procedures in the district and campus handbooks to all staff.
- Staff, student, and parent engagement surveys will be sent to assess the current state of climate and culture.
- The campus will seek stakeholder input through the PFEP/HSC annual meetings.

3.4 The campus operational departments training will focus on effective and sustainable use of district resources and procedures.

- The leadership team will ensure all required staff members are up-to-date on fiscal responsibilities to ensure appropriate use of resources and expenditures.
- The campus will host parent sessions on current special programs, such as IEP/504 and bilingual/ESL.
- The leadership team will effectively monitor the implementation of the new opportunity culture program through walkthroughs, MCL collaboration and individual coaching sessions to build leadership capacity.

Financial Stewardship Strengths

Financial Stewardship Strengths

- Budgets were effectively reviewed and utilized during the 22-23 school year.
- Meetings with new budget personnel in conjunction with district support was very effective.
- Feedback was received by parents, students, and staff during the 22-23 school year.
- Parent sessions were held and attended by parents for current special programs.
- Staff was able to attend an array of targeted professional development utilizing the budgeted funds.
- SBDM participated in the formative and summative review of the Campus Improvement Plan and offered suggestions and recommendations for the 24-25 plan.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: More district support and monthly meetings were needed this school year . **Root Cause:** New budget personnel this school year caused the need for more budget meetings with me and district training support.

Problem Statement 2: Funds were used but not at the times the campus processes in place usually allow. **Root Cause:** The campus' principal secretary took another position in the middle of the year so more timeline support was needed this year.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: The campus will utilize the district referral management system to address, report, monitor and manage the safety of our students. The staff will be provided professional development and strategies to monitor and reduce negative student behaviors.</p> <p>Progress Measure (Lead): The campus will offer 2 afterschool sessions to serve as PD on strategies to monitor and reduce negative student behaviors.</p> <p>Outcome Measure (Lag): By the end of the 2024-2025 school year, total incidents in the referral system will be reduced by 10%</p> <p>Dates/Timeframes: 2024-2025 school year</p> <p>Staff Responsible for Monitoring: Attendance Secretary, APs, Principal, Counselors</p> <p>Collaborating Departments: Administration, Curriculum, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 13</p>

Key Strategic Action 2 Details

Key Strategic Action 2: The campus will utilize Bully Reporter to address, report, monitor and manage the safety of our students. The campus will provide staff with professional development and strategies to monitor and reduce student bullying behaviors.

Progress Measure (Lead): The staff will be provided a professional development on when and why bullying should be reported. Students will be provided with an informational session on when, why, and how to report bullying.

Outcome Measure (Lag): By the end of the 2024-2025 school year we will continue to utilize the Bully Reporter and maintain 0% student bullying behaviors.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: APs, Principal, Counselors, SELS

Collaborating Departments: Administration, Curriculum, Teachers

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 13

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will implement and monitor capturing kid's hearts into every classroom in order to support student social/emotional well-being. All campus staff will be trained.

Progress Measure (Lead): Capturing Kid's Hearts strategies will be implemented in all classrooms; social contracts will be created and the CKH discipline model will be integrated into classroom management plans.

Outcome Measure (Lag): Through the implementation of Capturing Kid's Hearts, by the end of the 2024 - 2025 school year their will be a 10% decrease in students' behavior incidents.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Administration, Counselors, and SEL Counselor

Collaborating Departments: Entire Campus

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Success 13

Key Strategic Action 4 Details

Key Strategic Action 4: Campus wide measures and attendance incentives will be implemented to reduce student absences and tardies during the school year. The RaaWee program will be utilized to track and monitor attendance.

Progress Measure (Lead): Attendance meetings will take place bi weekly to continue to track the campus attendance for tardies and absences.

Outcome Measure (Lag): By the end of the 2024-2025 school year absences and tardies will decrease by 10%.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Administration, Counselor, Curriculum, Attendance secretary

Collaborating Departments: Administration, Counselor, Curriculum, Attendance secretary, Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Success 12

Key Strategic Action 5 Details

Key Strategic Action 5: In accordance with law, a coordinated health program with physical education and physical activity components will be offered for all grade levels 100% of the time.

Progress Measure (Lead): The campus will consistently offer aligned activities with increased opportunities for wellness in all grade levels. All students will participate in the fitness gram.

Outcome Measure (Lag): Students meeting the passing performance on the annual fitness gram will increase by 10%

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Teachers, Administration, PE Coaches

Collaborating Departments: Administration, PE

TEA Priorities:

Recruit, support, retain teachers and principals, 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 13

Key Strategic Action 6 Details

Key Strategic Action 6: EB students will make connections through real world experiences, such as field based learning or attending a conference, whether in person or virtually when appropriate, to enhance and support their learning experiences, build academic language and increase academic performance.

Progress Measure (Lead): EB students will connect conference content with their coursework, as reflected in their academic activities or reflections.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in student achievement on state standard common assessments and STAAR by 10%

Dates/Timeframes: 2024-2025 school year/ June 2025

Staff Responsible for Monitoring: Teachers, Administration

Collaborating Departments: ELL, Administration, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, 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 3, 4, 5, 6, 7, 8, 9, 11

Funding Sources: Virtual conference for EB students - 165/ES0 - ELL - 165.11.6299.OL.130.25.ES0 - \$710

Key Strategic Action 7 Details

Key Strategic Action 7: GT students will attend conferences, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real world experiences.

Progress Measure (Lead): GT students will be invited to participate in an afterschool GT club and attend a minimum of one GT conference.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in scores by 10%

Dates/Timeframes: 2024-2025 school year/ June 2025

Staff Responsible for Monitoring: Teachers, Administration, CIC

Collaborating Departments: GT, Administration, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, 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 3, 4, 5, 6, 7, 8, 9, 10

Funding Sources: Trifolds, posters, and project materials for GT students - 177 - Gifted/Talented - 177.11.6399.00.130.21.000 - \$1,673, Location for conference for GT students - 177 - Gifted/Talented - 177.11.6412.00.130.21.000 - \$500

Key Strategic Action 8 Details

Key Strategic Action 8: Parent liaison and staff will organize, support, and design activities in order to increase parent and community involvement. Parent liaison will also lead our early learner program in order to help transition students into a school setting to help develop early literacy.

Progress Measure (Lead): The parent liaison will plan engaging lessons for the early learner program with opportunities for parents to take learning home and work on it with their student.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in enrollment by 20%, and add a program for parents education.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Parent Liaison, Front Office, Administration

Collaborating Departments: Administration, Parent Liaison District, Front office

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: Student Success 13

Funding Sources: Parent liaison Salary & Estimated Benefits - 211 - ESEA, Title I Part A - 211.61.6129.00.130.30.000 - \$33,460, Parent Liaison Sup Pay for PD - 211 - ESEA, Title I Part A - 211.61.6121.00.130.30.000 - \$180, Reading materials for early literacy class - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.130.24.PAR - \$800

Key Strategic Action 9 Details

Key Strategic Action 9: The parent liaison will develop parenting events, and make home visits to support student learning, as needed.

Progress Measure (Lead): Throughout the school year 4 parenting events will take place to offer support for students as needed.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in liaison events by 20% with increase attendance by 15%.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: Parent Liaison, Front Office, Administration

Collaborating Departments: Administration, front office, parent liaison

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Success 14

Funding Sources: Parent Learning and engagement resources - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.130.24.PAR - \$500

Key Strategic Action 10 Details

Key Strategic Action 10: The campus will host after school events where community members will be invited to Family Reading Night, Math Night and Science Night to promote student learning.

Progress Measure (Lead): During these events, the campus will track attendance and provide different date options to ensure that families are able to attend.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in events to 5 academic events, and increase attendance by 15%

Dates/Timeframes: 2024-2025 school year/ June 2025

Staff Responsible for Monitoring: Parent Liaison, Front office, Administration

Collaborating Departments: Administration, Front office, Liaison

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Success 14

Funding Sources: Pay for parent liaison to facilitate night time events - 211 - ESEA, Title I Part A - 211.61.6121.00.130.30.000 - \$300, Instructional Supplies for Parent Involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.130.24.PAR - \$1,814

Goal 1 Problem Statements:

Student Success

Problem Statement 3: Data from the 23-24 3rd grade Math STAAR results show that our score decreased from 75 to 71% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 4: Data from the 23-24 4th grade Math STAAR results show that 44% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 5: Data from the 23-24 5th grade Math STAAR results show that our score decreased from 83 to 82% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 6: Data from the 23-24 5th grade Science STAAR results show that our score decreased from 58 to 54% at approaches or above. **Root Cause:** Lack of up to date resources and implementation of Science time with fidelity affected the learning. Additionally, interventions did not meet expectations of meaningful experiences and practice.

Problem Statement 7: Data from the 23-24 3rd grade Reading STAAR results show that our score decreased from 83 to 76% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 8: Data from the 23-24 4th grade Reading STAAR results show that 53% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 9: Data from the 23-24 5th grade Reading STAAR results show that our score decreased from 85 to 74% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 10: Data from the 23-24 STAAR results show that not all of our GT students mastered or improved on their scores from the previous year. **Root Cause:** GT students are lacking challenging experiences that will allow them to reach the master level on the assessment.

Problem Statement 11: Data from the 23-24 STAAR results show that not all of our EB students met or mastered the STAAR tests. **Root Cause:** Lack of differentiation for EB students in classrooms did not allow them to participate in lessons at the appropriate level.

Student Success

Problem Statement 12: Tardies this school year totaled 6,635 across all grade levels showing an 8% decrease from last year but still excessive. **Root Cause:** Lack of effective tardy policy and consistent follow through on those students and parents consistently late.

Problem Statement 13: Discipline referrals across the entire campus (254) showed an approximate 37% decrease but still excessive for campus standards. **Root Cause:** We did not have a systematic approach in place to educate new students and staff on effective ways to reach desired Ira Cross Jr. behaviors.

Problem Statement 14: Parent involvement in after-school functions across all grade levels had an average attendance rate of 49%, failing to meet our campus goal of 65% parent involvement. **Root Cause:** The systematic approach to reaching out to parents in grades K-5 was not implemented with fidelity.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: The grade level teams will provide ELAR support to students by implementing the district reading curriculum with fidelity. They will employ research-based best practices during interventions which include graphic organizers, word walls, workbooks, Sirius education solutions, instructional posters, and other district approved supplemental resources to enhance learning.

Progress Measure (Lead): MyView and Istation will be implemented in all classrooms.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show a 10% increase on formative/summative assessments, MAP (Reading/Writing), Istation Progress.

Dates/Timeframes: 2024-2025 school year/ June 2025

Staff Responsible for Monitoring: Teachers, CIC, Administration

Collaborating Departments: Entire Staff

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 1, 6, 7, 8, 9

Funding Sources: Think up Workbooks, supplies, approved resources - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$4,000, Sirius Solutions Online Resource - 166 - State Comp Ed - 166.11.6299.OL.130.30.AR0 - \$10,000

Key Strategic Action 2 Details

Key Strategic Action 2: The ESL teacher will provide classroom support to ESL students using Content-Based Language Instruction strategies and supplies in her classroom. When needed, additional inclusion support will be provided.

Progress Measure (Lead): Content Based Language Instruction strategies will be taught and implemented in all classrooms who support EB students.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show a 10% increase on TELPAS program, MAP, Formatives, Summatives, and Istation Progress.

Dates/Timeframes: 2024-2025 school year

Staff Responsible for Monitoring: ESL Teacher, CIC, Administration

Collaborating Departments: ESL teacher, Admin, Curriculum, Teachers

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 7, 8, 9, 11

Funding Sources: Reading materials such as chapter books and leveled readers for EB students - 165/ES0 - ELL - 165.11.6329.00.130.25.ES0 - \$2,300

Key Strategic Action 3 Details

Key Strategic Action 3: All K-5th grade teachers will implement the newly adopted reading instruction district reading/writing curriculum and the benchmark phonics program in the grades where applicable.

Progress Measure (Lead): The campus will review lesson plans, conduct regular observations, gather feedback from teachers, and monitor student progress to track the use and effectiveness of the program.

Outcome Measure (Lag): By the end of the 2024-2025 school year, evidence will be presented in the measures listed above to include a 10% increase on assessments and MAP.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Teachers, CIC, Administration

Collaborating Departments: Administration, Curriculum

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 1, 7, 8, 9

Key Strategic Action 4 Details

Key Strategic Action 4: Teachers will utilize data from the new reading curriculum assessments to monitor and evaluate student reading achievement and track and respond to student needs.

Progress Measure (Lead): MyView and Istation formatives progress checks, and benchmarks will be utilized to drive instruction.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show a 20% increase on Reading/Writing Scores from BOY to EOY, 10% increase in student MAP scores and percentage of students reading at or above grade level.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Teachers, CIC, Administration

Collaborating Departments: Administration, Curriculum

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 1, 6, 7, 8, 9

Key Strategic Action 5 Details

Key Strategic Action 5: Teachers in grades PK-5 will provide writing support by utilizing writing products and writing materials to illustrate standard genres that focus on developing writing skills for all students.

Progress Measure (Lead): Writing will take place each day in all classrooms.

Outcome Measure (Lag): By the end of the 2024-2025 school year, grade levels 1st-5th ELAR/Writing sample points will increase by 20%.

Dates/Timeframes: 2024-2025

Staff Responsible for Monitoring: Teachers, CIC, Administration

Collaborating Departments: Administration, Curriculum, Teachers

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 7, 8, 9

Key Strategic Action 6 Details

Key Strategic Action 6: To help with reading and writing, PK-5 grade level teams will provide hands-on science instruction that will include lab experiences for students. Teachers will use high yield resources such as graphic organizers, academic vocabulary word walls, anchor charts, and manipulatives to enhance science instruction. All lessons will have a writing component utilizing ARACE.

Progress Measure (Lead): Science will take place in all classrooms every day through real world examples and labs from HMH. The teachers will incorporate writing using ARACE to reflect upon the learning in science.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show a 25% growth and science assessments, 20% increase on writing component points, 30% increase on STAAR

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Teachers, CIC, Administration

Collaborating Departments: Administration, Curriculum

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 6, 7, 8, 9

Funding Sources: Hands on Science materials, writing resources and materials - 166 - State Comp Ed - 166.11.6399.00.130.30.AR0 - \$4,000

Key Strategic Action 7 Details

Key Strategic Action 7: ELL teachers will address the specific learning needs of Emergent Bilingual students by attending the Title III Symposium and using a variety of manipulatives and resources to enhance reading/writing. This may include leveled books and additional technology to enhance reading/writing instruction.

Progress Measure (Lead): The campus will monitor ELL teacher attendance at the Title III Symposium, conduct regular observations to ensure learned strategies are implemented, and track student progress to gauge the effectiveness of the program.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show a 15% increase for EB students MAP, CIRCLE, STAAR

Dates/Timeframes: 2024-2025-June 2025

Staff Responsible for Monitoring: Teachers, CIC, Administration

Collaborating Departments: Administration, Curriculum, Bilingual Services

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 7, 8, 9, 11

Key Strategic Action 8 Details

Key Strategic Action 8: Teachers will provide special education students with rigorous grade level instruction (according to the individual needs of students) in reading, writing, and science with the goal of moving towards an inclusion environment. Special Education staff will utilize district and campus provided interventions while following the co-collaborative teacher model during servicing. Data will be tracked on every student to determine progress at weekly PLC meetings where adjustments will be made as necessary

Progress Measure (Lead): The campus will utilize Walkthroughs, Minute logs, and Student assessment scores to track student progress.

Outcome Measure (Lag): Special education students will show a 10% increase in on grade level progress for MAP and CIRCLE data.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: SpEd teachers, Facilitator, CIC, Administration

Collaborating Departments: SPED, Administration, Curriculum, Teachers

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 1, 6, 7, 8, 9

Key Strategic Action 9 Details

Key Strategic Action 9: Additional paraprofessionals will be used to service particular grade levels of reading at-risk students in order to support learning in the classroom. They will be utilized by classroom teachers to help with the instructional need of at-risk students across all subjects. . They will also be providing additional targeted support through early morning and lunch tutoring for all students focusing on the student populations struggling statistically.

Progress Measure (Lead): A strategic schedule for paraprofessionals will be utilized to ensure that they are in classrooms, working with students as needed towards academic and social progress.

Outcome Measure (Lag): At risk students will show 10% increase in Reading common assessments and STAAR.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Principal, AP, CIC, MCL, teachers, paraprofessionals

Collaborating Departments: Admin, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Success 1, 7, 8, 9, 11 - Human Capital 1, 2

Funding Sources: Aide I -Title I Salaries - 211 - ESEA, Title I Part A - 211.11.6129.00.130.30.000 - \$124,429, SCE Aides - 166 - State Comp Ed - 166.11.6129.00.130.30.AR0 - \$48,441

Key Strategic Action 10 Details

Key Strategic Action 10: Multi Classroom Leaders (MCL) and Reach Associates (RA) will be used to pilot Opportunity Culture in particular grade levels to help with reading instruction of at-risk students. They will be utilized to teach and coach in support of the instructional needs of at-risk students across particular grade levels.

Progress Measure (Lead): The campus will create and implement a schedule to ensure that MCLs are able to coach identified teachers. The campus will conduct regular observations and monitor student progress to ensure MCLs are delivering quality coaching to teachers to improve student achievement.

Outcome Measure (Lag): At risk students will show 15% increase in Reading common assessments and STAAR.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Principal, APs, MCLs, RAs, CIC

Collaborating Departments: Administration, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, 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, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 7, 8, 9, 11 - Human Capital 1, 2

Funding Sources: MCL Salary Add On - 211 - ESEA, Title I Part A - 211.11.6119.00.130.30.000 - \$22,000, RA Salary - 211 - ESEA, Title I Part A - 211.11.6129.00.130.30.000 - \$88,729

Key Strategic Action 11 Details

Key Strategic Action 11: The campus will replenish technology and supplemental educational materials such as ink to support learning. Technology and materials in the classroom will be used in the classroom or as part of rotations for at-risk students to support the implementation of the curriculum through supplemental instruction and interventions, in and outside of the classroom. EB students will apply new language mastering and support programs by utilizing the new technology. Additional technology will help improve student performance in all content areas. Ink cartridges will need to be purchased to replenish those used by students for independent practice on a daily basis.

Progress Measure (Lead): Technology will be utilized by all at-risk students and EB students throughout multiple contents areas.

Outcome Measure (Lag): New technology will allow for quality practice and utilization of tech. Scores will increase by 15%.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Admin, Campus tech, APs, Teachers

Collaborating Departments: Admin, Curriculum, Technology

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

Problem Statements: Student Success 15, 16

Funding Sources: Cords, dongles, cases for iPads and laptops, and ink cartridges - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$5,198

Goal 2 Problem Statements:

Student Success

Problem Statement 1: Data from the 23-24 Reading MAP results show that an average of 46% of our Kindergarten through 2nd grade students were not at or above grade level. **Root Cause:** Benchmark phonics, guided reading and tier I instruction is not being carried out with fidelity and to check for understanding.

Problem Statement 6: Data from the 23-24 5th grade Science STAAR results show that our score decreased from 58 to 54% at approaches or above. **Root Cause:** Lack of up to date resources and implementation of Science time with fidelity affected the learning. Additionally, interventions did not meet expectations of meaningful experiences and practice.

Problem Statement 7: Data from the 23-24 3rd grade Reading STAAR results show that our score decreased from 83 to 76% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 8: Data from the 23-24 4th grade Reading STAAR results show that 53% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 9: Data from the 23-24 5th grade Reading STAAR results show that our score decreased from 85 to 74% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 11: Data from the 23-24 STAAR results show that not all of our EB students met or mastered the STAAR tests. **Root Cause:** Lack of differentiation for EB students in classrooms did not allow them to participate in lessons at the appropriate level.

Problem Statement 15: Technology supplies such as headsets, supplies, cords, dongles, and cases will need to be replaced during the 2024-2025 school year due to no longer being repairable. **Root Cause:** Technology changes faster than we can get it repaired or updated which causes us to fall behind and have obsolete technology.

Problem Statement 16: Ink cartridges will need to be replenished to supplementally support various educational and organizational needs such as printing educational materials. This includes worksheets, study guides and handouts that reinforce classroom learning. **Root Cause:** Ink contracts are expired and will need to be purchased at the campus level in order to facilitate student learning.

Human Capital

Problem Statement 1: 37% of our teachers next year will have less than 3 years teaching experience. **Root Cause:** There are fewer highly-qualified applicants with more than five years of experience.

Problem Statement 2: 30% of our teachers will be DOI/Instructors next year until they finish their modules and testing. **Root Cause:** There are fewer certified teachers in the hiring pool.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: The staff will provide hands-on math instruction utilizing math manipulatives and additional learning materials with an emphasis on problem-solving. PLC discussions will ensure that teachers understand the depth and complexity of Math TEKS and that lesson plans are aligned to provide the rigor needed. They will employ research-based best practices during interventions which include graphic organizers, word walls, Sirius education solutions, workbooks, instructional posters, and other district approved supplemental resources to enhance learning.

Progress Measure (Lead): Teachers will utilize supplemental resources by the district, ThinkUp.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in Math Scores by 20% on all measures.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: CIC, Teachers, Administration

Collaborating Departments: Administration, Curriculum

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 2, 3, 4, 5

Funding Sources: Think Up Workbooks, supplies approved resources - 211 - ESEA, Title I Part A - 211.11.6399.00.130.30.000 - \$8,000, Sirius education solutions and other district resources - 166 - State Comp Ed - 166.11.6299.OL.130.30.AR0 - \$7,276

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers will implement the new district Math curriculum and schedule that aligns with the new state standards in grades PreK through 5th.

Progress Measure (Lead): Teachers will utilize the district resources SAAVAS throughout their lessons.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in Math scores on assessments by 20%.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: CIC, Administration, Teachers

Collaborating Departments: Administration, Curriculum, Teachers

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 2, 3, 4, 5

Key Strategic Action 3 Details

Key Strategic Action 3: Teachers will implement a student progress tracking folder to focus on accountability and student reflection for Math growth.

Progress Measure (Lead): Teachers will model and utilize progress monitoring folders in class after Progress checks, MAPs, Benchmarks, etc. and allow for reflection.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in Math scores on assessments by 20%.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Teachers, CIC, Administration

Collaborating Departments: Administration, Curriculum

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 2, 3, 4, 5

Key Strategic Action 4 Details

Key Strategic Action 4: Additional paraprofessionals will be used to service particular grade levels of reading and math at-risk students in order to support learning in the classroom. They will be utilized by classroom teachers to help with the instructional need of at-risk students across all subjects. Additionally, they will focus on providing small group targeted support for the two or more races population in both math and reading. They will also be providing additional targeted support through early morning and lunch tutoring for all students focusing on the white and current SPED populations to increase academic achievement in reading.

Progress Measure (Lead): A strategic schedule for paraprofessionals will be utilized to ensure that they are in classrooms, working with students as needed towards academic and social progress.

Outcome Measure (Lag): At risk students will show 10% increase in Reading common assessments and STAAR.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Principal, AP, CIC, MCL, teachers, paraprofessionals

Collaborating Departments: Admin, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Success 2, 3, 4, 5 - Human Capital 1, 2

Key Strategic Action 5 Details

Key Strategic Action 5: Multi Classroom Leaders (MCL) and Reach Associates (RA) will be used to pilot Opportunity Culture in particular grade levels to help with math instruction of at-risk students. They will be utilized to teach and coach in support of the instructional needs of at-risk students across particular grade levels.

Progress Measure (Lead): Support of instructional needs of at risk students through weekly coaching and model teaching.

Outcome Measure (Lag): At risk students will show 15% increase in Math common assessments and STAAR.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Principal, APs, MCLs, RAs, CIC

Collaborating Departments: Administration, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, 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, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 3, 4, 5, 11 - Human Capital 1, 2

Goal 3 Problem Statements:

Student Success

Problem Statement 2: Data from the 23-24 Math MAP results show that an average of 54% of our Kindergarten through 2nd grade students were not at or above grade level.

Root Cause: Math Spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from the 23-24 3rd grade Math STAAR results show that our score decreased from 75 to 71% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 4: Data from the 23-24 4th grade Math STAAR results show that 44% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 5: Data from the 23-24 5th grade Math STAAR results show that our score decreased from 83 to 82% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 11: Data from the 23-24 STAAR results show that not all of our EB students met or mastered the STAAR tests. **Root Cause:** Lack of differentiation for EB students in classrooms did not allow them to participate in lessons at the appropriate level.

Human Capital

Problem Statement 1: 37% of our teachers next year will have less than 3 years teaching experience. **Root Cause:** There are fewer highly-qualified applicants with more than five years of experience.

Problem Statement 2: 30% of our teachers will be DOI/Instructors next year until they finish their modules and testing. **Root Cause:** There are fewer certified teachers in the hiring pool.

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: Build and expand community partnerships to enhance and broaden learning experiences while getting kids to school.

Progress Measure (Lead): Partner with 4 community members for events throughout the year.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase of 10% for all measures.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Counseling, Administration, Parent Liaison

Collaborating Departments: Admin, Counseling, Curriculum

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 12, 14

Key Strategic Action 2 Details

Key Strategic Action 2: Our Adopt a Unit will participate in more school functions and gain student excitement about career opportunities.

Progress Measure (Lead): Adopt a Unit will participate at, at least 6 school functions throughout the year.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase of unit participation by 20%.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Counseling, Administration, Parent Liaison

Collaborating Departments: Curriculum, Administration, Counseling, Parent Liaison

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 12, 14

Key Strategic Action 3 Details

Key Strategic Action 3: A career day will be help to create excitement about graduating and seeking a future career.

Progress Measure (Lead): Our counselors and parent liaison will host a career day in the spring with at least 5 different careers.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in volunteer and participation numbers to help students get educated and excited about graduating and careers.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Counseling, Administration

Collaborating Departments: Curriculum, Administration, Counseling, Teachers

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 12, 14

Goal 4 Problem Statements:

Student Success

Problem Statement 12: Tardies this school year totaled 6,635 across all grade levels showing an 8% decrease from last year but still excessive. **Root Cause:** Lack of effective tardy policy and consistent follow through on those students and parents consistently late.

Problem Statement 14: Parent involvement in after-school functions across all grade levels had an average attendance rate of 49%, failing to meet our campus goal of 65% parent involvement. **Root Cause:** The systematic approach to reaching out to parents in grades K-5 was not implemented with fidelity.

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: The campus will create a Teacher/Staff Member of the Month recognition program. Each month, the selected staff member(s) will be featured on the campus social media platform and celebrated on campus.

Progress Measure (Lead): Each month the selected staff member(s) will be celebrated on campus and/or featured on the campus social media platform.

Outcome Measure (Lag): The campus staff will be featured on campus calendars and shared media posts for recognition.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Counselors

Collaborating Departments: Administration, Curriculum, Counseling

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Key Strategic Action 2 Details

Key Strategic Action 2: The campus Staff Climate Committee will organize activities to promote a positive environment, encourage wellness, and express gratitude for the hard work of staff members.

Progress Measure (Lead): Weekly emails, calendared events, and positive weekly encouragement.

Outcome Measure (Lag): The campus will recognize and give shout outs to campus staff expressing gratitude for hard work and encourage wellness through calendared events and weekly emails.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Administration, Counselors

Collaborating Departments: Administration, Counseling, Climate Committee

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Key Strategic Action 3 Details

Key Strategic Action 3: Staff birthdays will be celebrated with a treat from the climate committee members at the end of the month. Birthday shoutouts will also be posted on campus social media to celebrate.

Progress Measure (Lead): Daily birthday shoutouts for staff and students.

Outcome Measure (Lag): The campus staff will be celebrated by being featured on campus social media and with an end of the month treat celebration.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Climate committee and counseling

Collaborating Departments: Administration, Counseling, Climate Committee

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 4 Details

Key Strategic Action 4: Perfect attendance for staff members will be acknowledged at each staff and paraprofessionals' meeting, with awards given to those with perfect attendance.

Progress Measure (Lead): Staff meetings will take place once per month.

Outcome Measure (Lag): The campus staff will be acknowledged and awarded for perfect attendance.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Climate committee and counseling

Collaborating Departments: Administration, Counseling, Climate Committee

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 5 Details

Key Strategic Action 5: The Climate Committee will develop a monthly schedule to celebrate national days and events. Potlucks will be scheduled to foster camaraderie and a positive climate.

Progress Measure (Lead): Hispanic Heritage Month, Black History Month, Asian Pacific American Heritage Month, and at least 5 national days will be celebrated.

Outcome Measure (Lag): Campus staff and students will participate in celebrating national days and events, and campus staff will participate in themed potlucks.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Administration, Counseling, and Climate Committee

Collaborating Departments: Administration, Counseling, Climate Committee, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

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: The campus will develop a system for reviewing applications, checking references, and conducting interviews when needed throughout the year.

Progress Measure (Lead): Hiring forms will be reviewed, interviews conducted and offers when applicable.

Outcome Measure (Lag): The campus will be fully staff for the school year.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Administration

Collaborating Departments: Administration, Human Resources

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 2 Details

Key Strategic Action 2: The campus principal takes part in district-sponsored recruiting trips and attends hiring events as needed. The campus leadership team participates in district job fairs throughout the year.

Progress Measure (Lead): Campus leadership and staff will attend Job fairs and offer hiring forms when applicable.

Outcome Measure (Lag): The campus will be fully staff for the school year.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Administration

Collaborating Departments: Administration, Human Resources

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

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

Key Strategic Action 3 Details

Key Strategic Action 3: Teacher grade level request survey will be offered before the EOY to consider teacher preferences, strengths and weaknesses in order to maximize growth.

Progress Measure (Lead): Campus staff will be given a preferences survey before EOY.

Outcome Measure (Lag): Teacher preferences will be considered at the EOY for the upcoming year year in order to maximize growth.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Administration

Collaborating Departments: Administration, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

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: Professional learning days will be provided for teachers to analyze data, study student expectations, and design lessons according to the needs of students at-risk in reading, math and science. Extra time will be provided during early-outs and at the end of each nine weeks session to provide grade level team instructional planning and collaboration.

Progress Measure (Lead): Five professional development sessions will be offered to model and discuss how to analyze data, study student expectations, and design lessons to meet the needs of students.

Outcome Measure (Lag): Teachers will have ample time to increase their teacher capacity by impactful use of time as evidenced by sign In sheets, agendas, lesson plans and observations.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Administration, MCL, CIC

Collaborating Departments: Administration, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, 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 1, 2, 3, 4, 5, 6, 7, 8, 9

Funding Sources: Substitutes for teacher's PD planning days - 211 - ESEA, Title I Part A - 211.13.6299.00.130.30.000 - \$1,000

Key Strategic Action 2 Details

Key Strategic Action 2: Campus will provide staff & teacher support and professional development training to retain highly effective staff. During PLCs and after school, teams will be provided extended time at the end of each semester to study the curriculum and formative assessment results. Teams will collaborate regarding the use of best instructional practices and strategies.

Progress Measure (Lead): Professional development training will be offered 5 times dependent upon the needs of the staff in improve best practices and strategies.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will have Improved instructional delivery and a 15% increase on all progress measures.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Administration, MCL, CIC

Collaborating Departments: Administration, Teachers, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, 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 1, 2, 3, 4, 5, 6, 7, 8, 9

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will seek to bring professional development on instructional practices in reading/writing and math to include digital learning that supports lesson development and delivery.

Progress Measure (Lead): Effective professional development towards digital learning will be offered to the staff twice during the school year.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in student proficiency by 10% on common assessments, MAP and STAAR test.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Teachers, Administration, CIC, MCL

Collaborating Departments: Administration, Teachers, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, 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 1, 2, 3, 4, 5, 6, 7, 8, 9

Funding Sources: PD from region or other sources - 166 - State Comp Ed - 166.13.6239.00.130.30.AR0 - \$4,643

Key Strategic Action 4 Details

Key Strategic Action 4: The campus will provide professional development on RIGOR to raise expectations and academic performance using research-based instructional techniques. Some specific PDs will be geared towards our special populations such as SpEd, GT, dyslexia and EB.

Progress Measure (Lead): PDs will be offered and focus on special populations, SpEd, GT, dyslexia, and EB sure inservice and throughout the school year.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show an increase in proficiency by 10% on common assessments, MAP, iStation and STAAR tests.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Teachers, Administration, CIC

Collaborating Departments: Administration, Teachers, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, 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 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Key Strategic Action 5 Details

Key Strategic Action 5: Teachers, assistant principal, and principal will attend the 24-25 TRS conference, reading and writing conferences provided by local service centers such as Region 12 and Math/Science conferences such as CAMT/CAST, in order to develop deeper understandings to increase student achievement. Teachers will work to develop and facilitate collaborative grade level learning practices and strategies across vertical and horizontal instructional learning teams.

Progress Measure (Lead): Plan, attend, and apply learning from conferences.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will show student increase in proficiency by 10% on common assessments, MAP, iStation and STAAR tests.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Teachers, CIC, MCL, Administration

Collaborating Departments: Administration, Teachers, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, 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 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Funding Sources: Approved Teacher Conference Travel/ fees - 211 - ESEA, Title I Part A - 211.13.6411.00.130.30.000 - \$8,224, Approved Admin Yearly Conference Travel/fees - 211 - ESEA, Title I Part A - 211.23.6411.00.130.30.000 - \$4,000

Key Strategic Action 6 Details

Key Strategic Action 6: Staff will participate in an annual book study through PLCs and staff development opportunities on campus. The book study will be used to develop classroom instruction and ensure collaboration.

Progress Measure (Lead): At least three PLCs will dive into the selected book.

Outcome Measure (Lag): By the end of the 2024-2025 school year, the campus will improve higher order thinking/planning, increased collaboration and critical thinking in PLCs.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Administration, CIC, MCL

Collaborating Departments: Administration, Teachers, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- 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 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Funding Sources: Books for PLC Book Study - 211 - ESEA, Title I Part A - 211.13.6329.00.130.30.000 - \$1,500

Goal 3 Problem Statements:

Student Success

Problem Statement 1: Data from the 23-24 Reading MAP results show that an average of 46% of our Kindergarten through 2nd grade students were not at or above grade level.

Root Cause: Benchmark phonics, guided reading and tier I instruction is not being carried out with fidelity and to check for understanding.

Problem Statement 2: Data from the 23-24 Math MAP results show that an average of 54% of our Kindergarten through 2nd grade students were not at or above grade level.

Root Cause: Math Spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from the 23-24 3rd grade Math STAAR results show that our score decreased from 75 to 71% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 4: Data from the 23-24 4th grade Math STAAR results show that 44% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 5: Data from the 23-24 5th grade Math STAAR results show that our score decreased from 83 to 82% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 6: Data from the 23-24 5th grade Science STAAR results show that our score decreased from 58 to 54% at approaches or above. **Root Cause:** Lack of up to date resources and implementation of Science time with fidelity affected the learning. Additionally, interventions did not meet expectations of meaningful experiences and practice.

Problem Statement 7: Data from the 23-24 3rd grade Reading STAAR results show that our score decreased from 83 to 76% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 8: Data from the 23-24 4th grade Reading STAAR results show that 53% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 9: Data from the 23-24 5th grade Reading STAAR results show that our score decreased from 85 to 74% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Student Success

Problem Statement 10: Data from the 23-24 STAAR results show that not all of our GT students mastered or improved on their scores from the previous year. **Root Cause:** GT students are lacking challenging experiences that will allow them to reach the master level on the assessment.

Problem Statement 11: Data from the 23-24 STAAR results show that not all of our EB students met or mastered the STAAR tests. **Root Cause:** Lack of differentiation for EB students in classrooms did not allow them to participate in lessons at the appropriate level.

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: The campus administration team will use the Get Better Faster model and strategies to conduct campus walkthroughs, coaching walks, and provide feedback for teachers to ensure purposeful and effective instruction.

Progress Measure (Lead): Teachers will be tiered, campus coaching walks will take place each week dependent upon the tiered level, feedback will be given back to teachers to implement in their classroom.

Outcome Measure (Lag): Through the use of the Get Better Faster model, scheduled coaching walks, feedback meetings, and calibration will take place to increase instructional effectiveness and increase teacher capacity.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, MCLs

Collaborating Departments: Curriculum/Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- 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: Human Capital 1, 2

Goal 4 Problem Statements:

Human Capital

Problem Statement 1: 37% of our teachers next year will have less than 3 years teaching experience. **Root Cause:** There are fewer highly-qualified applicants with more than five years of experience.

Problem Statement 2: 30% of our teachers will be DOI/Instructors next year until they finish their modules and testing. **Root Cause:** There are fewer certified teachers in the hiring pool.

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: Site Based Decision Making (SBDM) committee will evaluate the implementation of the Campus Improvement Plan to ensure resources are improving student academics and social/emotional well-being.

Progress Measure (Lead: SBDM committee meetings, monthly budget meetings with the principal secretary, and review of the Campus Improvement Plan throughout the year.

Outcome Measure (Lag): Increased student achievement. Reduction in learning gaps between targeted populations.

Dates/Timeframes: 2024-2025/ June 2025

Staff Responsible for Monitoring: Principal, APs, SBDM members

Collaborating Departments: Admin, Curriculum, SBDM

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - Human Capital 1 - Financial Stewardship 1, 2

Goal 1 Problem Statements:

Student Success

Problem Statement 1: Data from the 23-24 Reading MAP results show that an average of 46% of our Kindergarten through 2nd grade students were not at or above grade level.

Root Cause: Benchmark phonics, guided reading and tier I instruction is not being carried out with fidelity and to check for understanding.

Problem Statement 2: Data from the 23-24 Math MAP results show that an average of 54% of our Kindergarten through 2nd grade students were not at or above grade level.

Root Cause: Math Spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from the 23-24 3rd grade Math STAAR results show that our score decreased from 75 to 71% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 4: Data from the 23-24 4th grade Math STAAR results show that 44% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 5: Data from the 23-24 5th grade Math STAAR results show that our score decreased from 83 to 82% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 6: Data from the 23-24 5th grade Science STAAR results show that our score decreased from 58 to 54% at approaches or above. **Root Cause:** Lack of up to date resources and implementation of Science time with fidelity affected the learning. Additionally, interventions did not meet expectations of meaningful experiences and practice.

Student Success

- Problem Statement 7:** Data from the 23-24 3rd grade Reading STAAR results show that our score decreased from 83 to 76% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.
- Problem Statement 8:** Data from the 23-24 4th grade Reading STAAR results show that 53% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.
- Problem Statement 9:** Data from the 23-24 5th grade Reading STAAR results show that our score decreased from 85 to 74% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.
- Problem Statement 10:** Data from the 23-24 STAAR results show that not all of our GT students mastered or improved on their scores from the previous year. **Root Cause:** GT students are lacking challenging experiences that will allow them to reach the master level on the assessment.
- Problem Statement 11:** Data from the 23-24 STAAR results show that not all of our EB students met or mastered the STAAR tests. **Root Cause:** Lack of differentiation for EB students in classrooms did not allow them to participate in lessons at the appropriate level.
- Problem Statement 12:** Tardies this school year totaled 6,635 across all grade levels showing an 8% decrease from last year but still excessive. **Root Cause:** Lack of effective tardy policy and consistent follow through on those students and parents consistently late.
- Problem Statement 13:** Discipline referrals across the entire campus (254) showed an approximate 37% decrease but still excessive for campus standards. **Root Cause:** We did not have a systematic approach in place to educate new students and staff on effective ways to reach desired Ira Cross Jr. behaviors.

Human Capital

- Problem Statement 1:** 37% of our teachers next year will have less than 3 years teaching experience. **Root Cause:** There are fewer highly-qualified applicants with more than five years of experience.

Financial Stewardship

- Problem Statement 1:** More district support and monthly meetings were needed this school year. **Root Cause:** New budget personnel this school year caused the need for more budget meetings with me and district training support.
- Problem Statement 2:** Funds were used but not at the times the campus processes in place usually allow. **Root Cause:** The campus' principal secretary took another position in the middle of the year so more timeline support was needed this year.

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: The campus will develop common standards for parent/teacher communication to foster a partnership with parents in their students' education.</p> <p>Progress Measure (Lead): Parent/teacher conferences twice a year (spring and fall). Parent engagement nights will take place twice a year.</p> <p>Outcome Measure (Lag): Increase communication on school communication, processes, and parent/teacher conferences. Increase in parent involvement in meetings(conferences) and parent engagement nights.</p> <p>Dates/Timeframes: 2024-2025/ June 2025</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Counselors, SEL, Parent liaison, CIC</p> <p>Collaborating Departments: Administration, Counseling, Curriculum</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 14 - Financial Stewardship 1, 2</p>

Goal 2 Problem Statements:

Student Success
<p>Problem Statement 14: Parent involvement in after-school functions across all grade levels had an average attendance rate of 49%, failing to meet our campus goal of 65% parent involvement. Root Cause: The systematic approach to reaching out to parents in grades K-5 was not implemented with fidelity.</p>
Financial Stewardship
<p>Problem Statement 1: More district support and monthly meetings were needed this school year . Root Cause: New budget personnel this school year caused the need for more budget meetings with me and district training support.</p> <p>Problem Statement 2: Funds were used but not at the times the campus processes in place usually allow. Root Cause: The campus' principal secretary took another position in the middle of the year so more timeline support was needed this year.</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: School-wide initiatives and attendance incentives will be introduced to decrease student absences and tardiness throughout the school year.</p> <p>Progress Measure (Lead): Utilize RAAWEE attendance program, meet bi-weekly with attendance secretary and parent liaison to discuss students with attendance/tardy concerns.</p> <p>Outcome Measure (Lag): Attendance rates will increase to 96% and Tardies will decrease by 10%.</p> <p>Dates/Timeframes: 2024-2025/June 2025</p> <p>Staff Responsible for Monitoring: Attendance secretary, Admin, APs, SEL, Counselors, Parent Liaison</p> <p>Collaborating Departments: Attendance, Counseling, Admin, Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 14 - Financial Stewardship 1</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: The ELL, GT, and Dyslexia teachers will conduct informational parent meetings to discuss and assist parents in helping their child/children with improving academic and social/emotional well-being.</p> <p>Progress Measure (Lead): Schedule events at various times to meet the needs of all families and purposefully planned activities.</p> <p>Outcome Measure (Lag): Increase in parent engagement and increase in student achievement.</p> <p>Dates/Timeframes: 2024-2025/June 2025</p> <p>Staff Responsible for Monitoring: Principal, AP, ELL, GT, Dyslexia , Parent liaison, Counselors</p> <p>Collaborating Departments: Administration, Curriculum, Teaching Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 - Financial Stewardship 1</p>

Goal 3 Problem Statements:

Student Success

Problem Statement 1: Data from the 23-24 Reading MAP results show that an average of 46% of our Kindergarten through 2nd grade students were not at or above grade level.

Root Cause: Benchmark phonics, guided reading and tier I instruction is not being carried out with fidelity and to check for understanding.

Problem Statement 2: Data from the 23-24 Math MAP results show that an average of 54% of our Kindergarten through 2nd grade students were not at or above grade level.

Root Cause: Math Spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from the 23-24 3rd grade Math STAAR results show that our score decreased from 75 to 71% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 4: Data from the 23-24 4th grade Math STAAR results show that 44% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

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Problem Statement 7: Data from the 23-24 3rd grade Reading STAAR results show that our score decreased from 83 to 76% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

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Problem Statement 11: Data from the 23-24 STAAR results show that not all of our EB students met or mastered the STAAR tests. **Root Cause:** Lack of differentiation for EB students in classrooms did not allow them to participate in lessons at the appropriate level.

Problem Statement 12: Tardies this school year totaled 6,635 across all grade levels showing an 8% decrease from last year but still excessive. **Root Cause:** Lack of effective tardy policy and consistent follow through on those students and parents consistently late.

Problem Statement 13: Discipline referrals across the entire campus (254) showed an approximate 37% decrease but still excessive for campus standards. **Root Cause:** We did not have a systematic approach in place to educate new students and staff on effective ways to reach desired Ira Cross Jr. behaviors.

Problem Statement 14: Parent involvement in after-school functions across all grade levels had an average attendance rate of 49%, failing to meet our campus goal of 65% parent involvement. **Root Cause:** The systematic approach to reaching out to parents in grades K-5 was not implemented with fidelity.

Financial Stewardship

Problem Statement 1: More district support and monthly meetings were needed this school year. **Root Cause:** New budget personnel this school year caused the need for more budget meetings with me and district training support.

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: Professional learning days will be provided for teachers to analyze data, study student expectations, and design lessons according to the needs of students at-risk in reading, math, science, and social studies.

Progress Measure (Lead): A professional learning half day will be provided and will focus on internalizing lessons, analyzing data, and utilizing student work protocol.

Outcome Measure (Lag): Increase in teacher capacity and student achievement.

Dates/Timeframes: 2024-2025/June 2025

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach, Campus Instructional Specialist, Teachers

Collaborating Departments: Administration, Curriculum

TEA Priorities:

Recruit, support, retain teachers and principals, 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 - Human Capital 1, 2

Goal 4 Problem Statements:

Student Success

Problem Statement 2: Data from the 23-24 Math MAP results show that an average of 54% of our Kindergarten through 2nd grade students were not at or above grade level.

Root Cause: Math Spiral and intervention groups are not being carried out with fidelity in the primary grades.

Problem Statement 3: Data from the 23-24 3rd grade Math STAAR results show that our score decreased from 75 to 71% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 4: Data from the 23-24 4th grade Math STAAR results show that 44% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 5: Data from the 23-24 5th grade Math STAAR results show that our score decreased from 83 to 82% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 6: Data from the 23-24 5th grade Science STAAR results show that our score decreased from 58 to 54% at approaches or above. **Root Cause:** Lack of up to date resources and implementation of Science time with fidelity affected the learning. Additionally, interventions did not meet expectations of meaningful experiences and practice.

Problem Statement 7: Data from the 23-24 3rd grade Reading STAAR results show that our score decreased from 83 to 76% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Student Success

Problem Statement 8: Data from the 23-24 4th grade Reading STAAR results show that 53% of our students met or mastered the assessment. **Root Cause:** Lack of differentiation for students in the classroom did not allow for appropriate participation at the correct learning levels.

Problem Statement 9: Data from the 23-24 5th grade Reading STAAR results show that our score decreased from 85 to 74% at approaches or above. **Root Cause:** Training for our new teachers must improve to avoid a drop off in performance. The campus support for new teachers will need to be adjusted.

Problem Statement 10: Data from the 23-24 STAAR results show that not all of our GT students mastered or improved on their scores from the previous year. **Root Cause:** GT students are lacking challenging experiences that will allow them to reach the master level on the assessment.

Problem Statement 11: Data from the 23-24 STAAR results show that not all of our EB students met or mastered the STAAR tests. **Root Cause:** Lack of differentiation for EB students in classrooms did not allow them to participate in lessons at the appropriate level.

Human Capital

Problem Statement 1: 37% of our teachers next year will have less than 3 years teaching experience. **Root Cause:** There are fewer highly-qualified applicants with more than five years of experience.

Problem Statement 2: 30% of our teachers will be DOI/Instructors next year until they finish their modules and testing. **Root Cause:** There are fewer certified teachers in the hiring pool.