

**Killeen Independent School District**

**Cavazos Elementary School**

**2024-2025**



# Mission Statement

Richard E. Cavazos Elementary School is a diverse community of learners who strives for excellence, values individuality, fosters a passion for learning, promotes the balanced development of mind, body, and character, encourages service, and instills a respect for others.

## Vision

Richard E. Cavazos Elementary School will strive to continue to develop life-long learners in a global community. Here, our students will be challenged and taught to their maximum potential for the development of their success.

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

## Priority 1: Student Success

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

Absences by Grade Level		
	2023-2024	2022-2023
EE	213	176
PK	468	824
Kindergarten	882	1167
1st	1059	1231
2nd	1046	969
3rd	746	897
4th	553	743
5th	643	629
<b>Total Number of Absences</b>	<b>5610</b>	<b>6,636</b>
Attendance Rate	93.79% (Projected)	92.7%
Chronic Absentee Rate	31.9% (Projected)	27%

### Strengths:

- The campus nurse keeps up with shots records to minimize absences due to delinquent shots
- We have had few students out due to out of school suspensions.

### Problem:

There is a need to address systems for attendance as there were a total of 5610 absences during the 2023-2024 school year and a potential

chronic absentee rate of 31.9%

During the 2023-2024 School year, teachers implemented restorative practices to support building relationships on campus. Teachers greet each student at the classroom door, develop treatment agreements, and use green circle strategies to help students build connections with one another.

At Cavazos Students have the opportunity to participate in afterschool clubs. During the 2023-2024 school year, students participated in Corn Hole Club, Choir and Marimba Band.

Despite efforts to support student connections, there continues to be a need to support connectedness at the campus level. Based on the fall 2023 student engagement survey the following descriptors scored "Important but poorly rated."

- 81% of students report that its easy to talk to teachers at this school
- 82% report enjoy going to school
- 84% are happy to be at school
- 84% share that their teacher helps them set goals, and
- 86% report getting individual attention when they need it.

There is a need to increase student perceptions from 81-86% to 90% in descriptors that scored important but poorly rated.

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

Spring 2024 3-8 Results								
	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%

Spring 2024 3-8 Results

<b>RICHARD E CAVAZOS EL</b>	16%	15%	84%	85%	64%	62%	31%	28%
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Grade 4 Reading

	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	21%	18%	79%	82%	44%	45%	16%	17%
Region	23%	20%	77%	80%	44%	45%	17%	17%
State	23%	19%	77%	81%	48%	51%	22%	23%
<b>RICHARD E CAVAZOS EL</b>	8%	12%	92%	88%	65%	59%	32%	35%

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%
<b>RICHARD E CAVAZOS EL</b>	5%	13%	95%	87%	73%	69%	39%	34%



# Reading Grade 3

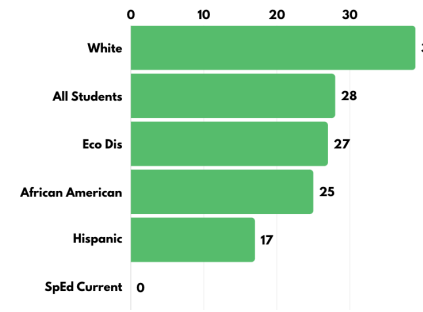
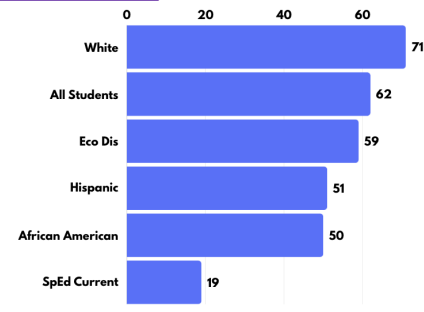
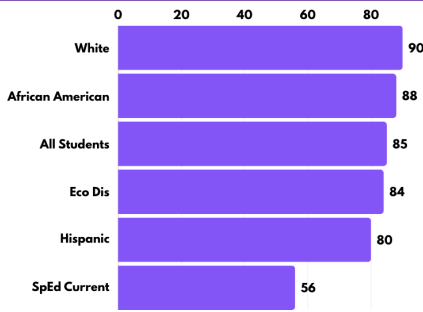
	Approaches or Above	Meets or Above	Masters
2024	18/52	28/52	38/52

# Grade 3

2023 (35%) (54%) (73%)

		Approaches	Meets	Masters
African American	District	69%	38%	13%
	Campus	88%	50%	25%
Hispanic	District	80%	50%	19%
	Campus	80%	51%	17%
White	District	81%	56%	22%
	Campus	90%	71%	39%

		Approaches	Meets	Masters
Special Education (SpEd) Current	District	51%	20%	4%
	Campus	56%	19%	0%
Emergent Bilingual	District	77%	47%	16%
	Campus	-	-	-
Economically Disadvantaged	District	73%	42%	15%
	Campus	84%	59%	27%

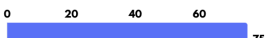
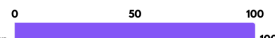


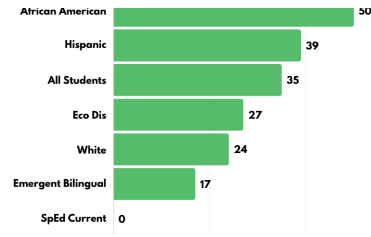
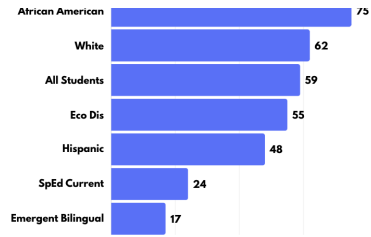
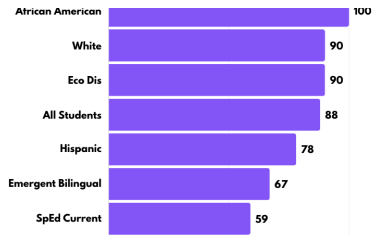
# Reading Grade 4

	Approaches or Above	Meets or Above	Masters
2024	16/52 (31%)	28/52 (54%)	38/52 (73%)

		Approaches	Meets	Masters
African American	District	77%	38%	12%
	Campus	100%	75%	50%
Hispanic	District	84%	46%	16%
	Campus	78%	48%	39%
White	District	86%	54%	27%
	Campus	90%	62%	24%

		Approaches	Meets	Masters
Special Education (SpEd) Current	District	56%	16%	3%
	Campus	59%	24%	0%
Emergent Bilingual	District	81%	41%	14%
	Campus	67%	17%	17%
Economically Disadvantaged	District	79%	38%	12%
	Campus	90%	55%	27%



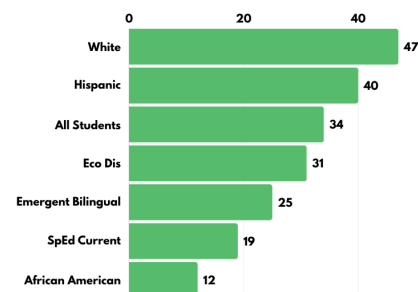
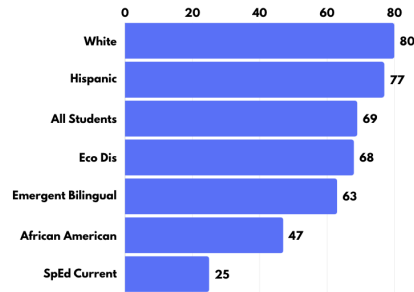
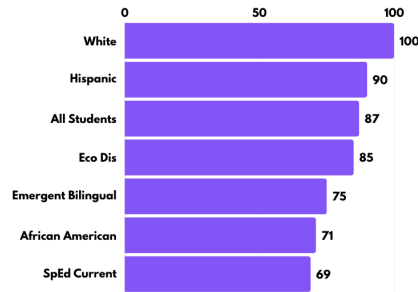


# Reading Grade 5

	Approaches or Above	Meets or Above	Masters
2024	19/52 (37%)	28/52 (54%)	37/52 (71%)

		Approaches	Meets	Masters
African American	District	70%	38%	13%
	Campus	71%	47%	12%
Hispanic	District	81%	54%	26%
	Campus	90%	77%	40%
White	District	84%	62%	33%
	Campus	100%	80%	47%

		Approaches	Meets	Masters
Special Education (SpEd) Current	District	50%	21%	6%
	Campus	69%	25%	19%
Emergent Bilingual	District	78%	48%	20%
	Campus	75%	63%	25%
Economically Disadvantaged	District	73%	44%	18%
	Campus	85%	68%	31%



### Summative STAAR Data Revealed that:

Students in grades 3 and 5 scored above the state goal of 60% of students meeting standard by 2030. Cohorts of students going from 3rd to 4th increased the number of students at approaches and masters. The cohort of students going from 4th to 5th grade increased the percentage of students at meets and masters. Students who previously took STAAR ALT increased the number of students who did not meet standard on this year's STAAR. There is a need to increase Student Achievement on STAAR Reading where 70% of students meet standard.



Emergent Bilingual Students and Special Education Students Scored lower than their peers more often than other sub populations. Less than 36% of GT students scored Masters on STAAR Reading.

## 2024 Constructed Response

The following tables show the percentage of students at each grade level who scored zero points on the STAAR Reading 10 point Extended Constructed Response task.

3rd Grade Constructed Response

	2023 0-points	2024 0-points
Campus	32%	30%
District	46%	41%
Region	46%	43%
State	42%	39%

4th Grade Constructed Response

	2023 0-points	2024 0-points
Campus	31%	22%
District	47%	34%
Region	50%	36%
State	46%	31%

5th Grade Constructed Response

	2023 0-points	2024 0-points
Campus	10%	34%
District	24%	50%
Region	27%	52%
State	25%	48%

**Analysis of Constructed Response Data revealed that:**

\*Fewer students in 3rd and 4th grade scored a zero in 2024 as compared to 2023.

\*Zero point scores increased in 5th grade by 24%.

\*On average 29% of 3rd-5th grade students scored a zero on the constructed response task.

**Curriculum Unit Assessments: Reading / Language Arts**

Grade	Average Percent Score	Average of All RLA CUAs		
		Approaches	Meets	Masters
2nd	63.7%	68%	46.4%	15.5%
3rd	64%	70.8%	40.2%	12.2%
4th	64.7%	70.6%	46.8%	19.9%
5th	76.5%	89.1%	67.6%	33.5%

**Analysis of Curriculum Unit assessments reveal that:**

Units around authors purpose and craft were an overall strength.

4<sup>th</sup> and 5<sup>th</sup> grade scored in the 1<sup>st</sup> quartile on CUAs when compared to other campuses in the district during the 1<sup>st</sup> semester.

5<sup>th</sup> grade had the highest % of students mastering grade level standards on campus CUAs.

An average of 50% of students met or mastered on grade level CUAs.

2<sup>nd</sup> and 3<sup>rd</sup> grade scored in the 3<sup>rd</sup> and 4<sup>th</sup> quartile when compared to other campuses in the district during the 1<sup>st</sup> semester.

The Average percent score on all CUAs was 67.2%, and an average of 25.7% of students did not meet standard on Literacy CUAs across grades 2-5.

Percent of student scoring at or below the 20th percentile on Achievement	
Grade	Percent
Kindergarten	10%
1st	21%
2nd	15%
3rd	14%
4th	13%
5th	15%

**Analysis of NWEA MAP Reading Benchmark data revealed that:**

Students in grades 1st grade showed high growth but low achievement.  
 3rd grade students showed low growth and high achievement  
 Students in Kindergarten, 2nd grade, 4th grade and 5th grade showed high growth and high achievement.  
 The median achievement Percentile for the campus was in the 60th percentile.  
 An average of 14.6% of the students scored below the 20th Percentile on Achievement on MAP Reading Benchmark.

**Istation Reading Program**

Students grades PK-5 completed a monthly assessment to track reading growth.

ISIP Beginning of Year to End of Year Comparison				
	Below Level at the BOY (red and yellow)	Below Level at EOY (red and yellow)	Below Level at the BOY (red only)	Below Level at the EOY (red only)
PK	57%	74%	37%	56%
Kinder	59%	75%	37%	44%
1 <sup>st</sup> Grade	81%	53%	56%	29%
2 <sup>nd</sup> Grade	60%	50%	33%	27%
3 <sup>rd</sup> Grade	56%	41%	28%	20%
4 <sup>th</sup> Grade	50%	41%	23%	20%
5 <sup>th</sup> Grade	38%	38%	27%	14%

**Analysis of Istation Reading Program data revealed:**

- the campus was the 2<sup>nd</sup> place for the most upward movement of students between levels
- the campus was the 2<sup>nd</sup> place for the most student use of Istation
- grades 1-5 had less students below level at the end of the year than at the beginning of the year
- More than half the students are reading below grade level based on the ISIP Data. There is a need to focus on Tier 1 instruction at the foundational grade levels to ensure student growth.
- PK and Kinder students had more level 1 (red) students at the end of the year than beginning of the year

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

Spring 2024 3-8 Results								
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%
RICHARD E CAVAZOS EL	21%	16%	79%	84%	59%	57%	31%	24%
Grade 4 Math								
	Did Not Meet		Approaches or Above		Meets or Above		Masters	

### Spring 2024 3-8 Results

	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%
RICHARD E CAVAZOS EL	15%	9%	85%	91%	60%	80%	25%	53%

### 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%
RICHARD E CAVAZOS EL	5%	7%	95%	93%	71%	76%	25%	24%



# Math Grade 3

	Approaches or Above	Meets or Above	Masters
2024	15/37 (41%)	22/37 (59%)	29/37 (78%)

Approaches

Meets

Masters

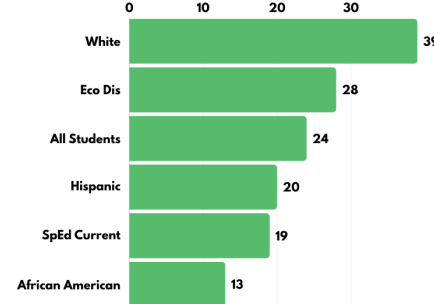
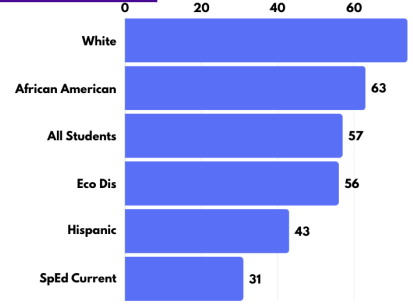
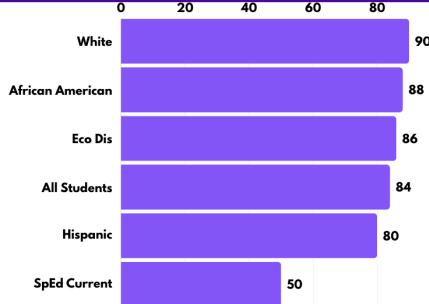
Approaches

Meets

Masters

African American	District	60%	32%	8%
	Campus	88%	63%	13%
Hispanic	District	72%	41%	12%
	Campus	80%	43%	20%
White	District	78%	53%	20%
	Campus	90%	74%	39%

Special Education (SpEd) Current	District	42%	20%	4%
	Campus	50%	31%	19%
Emergent Bilingual	District	69%	37%	9%
	Campus	-	-	-
Economically Disadvantaged	District	73%	42%	15%
	Campus	86%	56%	28%

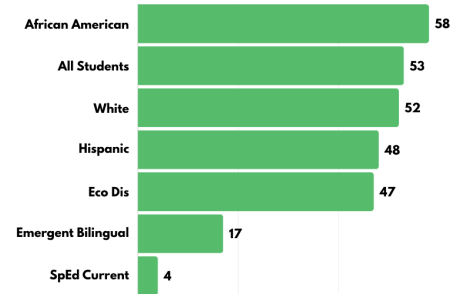
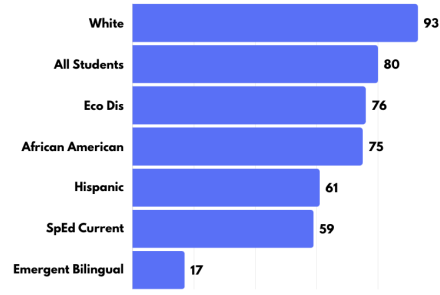
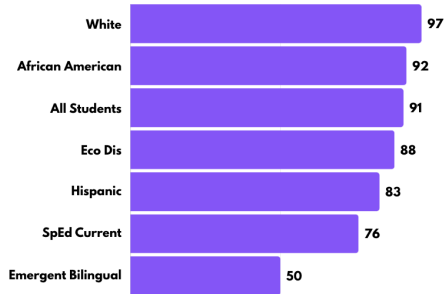


# Math Grade 4

	Approaches or Above	Meets or Above	Masters
2024	16/40 (40%)	23/40 (58%)	31/40 (78%)
2023			

African American	District	56%	29%	10%
	Campus	92%	75%	58%
Hispanic	District	65%	40%	14%
	Campus	83%	61%	48%
White	District	75%	50%	26%
	Campus	97%	93%	52%

Special Education (SpEd) Current	District	36%	16%	4%
	Campus	76%	59%	6%
Emergent Bilingual	District	61%	39%	17%
	Campus	50%	17%	17%
Economically Disadvantaged	District	59%	33%	12%
	Campus	88%	76%	47%

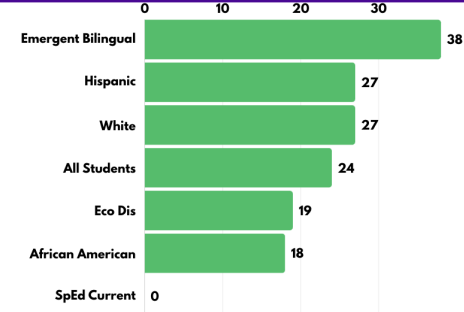
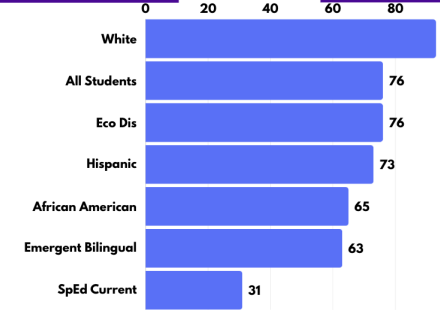
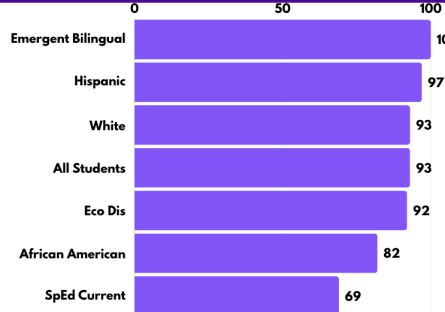


# Math Grade 5

	Approaches or Above	Meets or Above	Masters
2024	16/42 (38%)	24/42 (57%)	33/42 (79%)

		Approaches	Meets	Masters
African American	District	64%	34%	7%
	Campus	82%	65%	18%
Hispanic	District	76%	46%	16%
	Campus	97%	73%	27%
White	District	79%	59%	25%
	Campus	93%	93%	27%

		Approaches	Meets	Masters
Special Education (SpEd) Current	District	51%	22%	4%
	Campus	69%	31%	0%
Emergent Bilingual	District	78%	45%	15%
	Campus	100%	63%	38%
Economically Disadvantaged	District	69%	39%	11%
	Campus	92%	76%	19%



## Analysis of STAAR Summative Math data Revealed:

Students in grades 4 and 5 scored above the state goal of 60% of students meeting standard by 2030.

Cohorts of students going from 3rd to 4th increased the number of students at approaches, meets, and masters.

The cohort of students going from 4th to 5th grade increased the percentage of students at approaches and meets..

Students who previously took STAAR ALT increased the number of students who did not meet standard on this year's STAAR.

There is a need to increase student achievement on STAAR where 100% of students approach standard and 76% of students meet standard on the STAAR Summative.

Emergent Bilingual Students and Special Education Students Scored lower than their peers more often than other sub populations.

An average of 33% of Students scored Masters on STAAR Math.

### Curriculum Unit Assessments: Math

		Average of all Math CUAs		
Grade	Average Percent Score	Approaches	Meets	Masters
2nd	76.8	84.4	67.7	38.6
3rd	68.1	72.6	55	24.5
4th	71.4	75.8	59.6	34.7
5th	84.1	93.9	85.1	59.2

### Analysis of Campus Math CUA Revealed:

An average of 82% of 4<sup>th</sup> and 5<sup>th</sup> grade students met Geometry unit standards.

4<sup>th</sup> and 5<sup>th</sup> grade scored in the 1<sup>st</sup> quartile when compared to other campuses in the district during the 1<sup>st</sup> semester on Math CUAs.

2<sup>nd</sup> and 3<sup>rd</sup> grade scored in the 2<sup>nd</sup> quartile when compared to other campuses in the district during the 1<sup>st</sup> semester on Math CUAs.

75.7% of 5<sup>th</sup> grade current EB students met grade level on Math CUAs.



**Problem:**

-2<sup>nd</sup> and 3<sup>rd</sup> grade scored in the 3<sup>rd</sup> and 4<sup>th</sup> quartile when compared to other campuses in the district during the 1<sup>st</sup> semester on Math CUAs.

-The Average percent score on all Math CUAs was 75.1%. And an average of 18.3% of students did not meet standard on Math CUAs across grades 2-5.

**Data from the MAP Math Benchmark Test revealed:**

Students in grades 1st-5th grade show high achievement and high growth.  
4th grade students had the highest achievement rates at the 84th percentile.  
Kindergarten students showed high achievement but low growth.

The median achievement for the campus was in the 66th percentile.

Percent of student scoring at or below the 20th percentile on Achievement	
Grade	Percent
Kindergarten	18%
1st	17%
2nd	10%
3rd	12%
4th	8%
5th	12%

An average of 12% of the students scored below the 20th Percentile on Achievement on MAP Math Benchmark.

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

## Spring 2024 TELPAS Results - Composite Score

	Student	Beginner	Intermediate	Advanced	Advanced High
	Count	2024	2024	2024	2024
<b>STATE</b>	<b>630392</b>	<b>23%</b>	<b>37%</b>	<b>27%</b>	<b>12%</b>
<b>DISTRICT</b>	<b>2532</b>	<b>15%</b>	<b>38%</b>	<b>34%</b>	<b>13%</b>
<b>RICHARD E CAVAZOS EL</b>	<b>55</b>	<b>9%</b>	<b>29%</b>	<b>31%</b>	<b>31%</b>

**Analysis of the SPRING TELPAS Results revealed:**

The area of Speaking had the most students (8 students) scoring at the Beginner Proficiency Level

The area of Reading had the most students (16 students) scoring at the intermediate Level.

There is a need to concentrate efforts around the four language domains with particular emphasis on the speaking and reading dimensions in order to decrease the number of students scoring Beginner or Intermediate from 38% to 20%.

**Summit K-12 Data**

Analysis of Summit K-12 Data Revealed:

Individual students took a pre-test, interim assessment, and a summative assessment for reading, writing, listening, and speaking.

- after the summative assessment only 2 students remain at the beginner level
- 9 students showed improvement in second language acquisition
- 52% of the student showed a decline from the pretest to the summative assessment

Overall STAAR Accountability Predictions based on Summative Data from STAAR							
Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Projected Rating
Student Achievement	90	93	93	70%	65.1	93	A
School Progress, Part A	93						
School Progress, Part B	91						
Closing the Gaps	92			30%	27.6		

Overall StAAR Accountability Data Revealed the following strengths:

In the Domain of Student Achievement, students earned scale scores that were 17 points higher than the district average.

In the School Progress Part A - Students at Cavazos scored 26 scale score points higher than the district average.

In School Progress, Part B- Students at Cavazos scored 18 scale score points higher than the district average.

In the Closing the Gaps Domain, Students at Cavazos scored 19 scale score points higher than the district average.

There is a need to increase Student Achievement on STAAR, so that all students meet or exceed standard.

While we are making great strides in preparing students academically, there are no student leadership programs on our campus to support growth and success in future careers and in the workforce.

There is a need to develop student leadership opportunities that will reinforce workforce skills, such as communication, teamwork and interpersonal skills.

### Student Success Strengths

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

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

An average of 69% of all students are projected to meet or master grade level expectations on STAAR Reading.

An average of 65% of economically disadvantaged students are projected to meet or master grade level expectations on STAAR reading.

4<sup>th</sup> and 5<sup>th</sup> grade scored in the 1<sup>st</sup> quartile on CUAs when compared to other campuses in the district during the 1<sup>st</sup> semester.

5<sup>th</sup> grade had the highest % of students mastering grade level standards on campus CUAs.

An average of 50% of students met or mastered on grade level CUAs.

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

-More than 67% of all students are projected to meet or master grade level expectations on the STAAR Math.

-An average of 66% of economically disadvantaged students are projected to meet or master grade level expectations on STAAR reading.

-4<sup>th</sup> and 5<sup>th</sup> grade scored in the 1<sup>st</sup> quartile when compared to other campuses in the district during the 1<sup>st</sup> semester on Math CUAs. -2<sup>nd</sup> and 3<sup>rd</sup> grade scored in the -2<sup>nd</sup> quartile when compared to other campuses in the district during the 1<sup>st</sup> semester on Math CUAs.

-75.7% of 5<sup>th</sup> grade current EB students met grade level on Math CUAs.

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

62% of our students earned a composite score of Advanced or Advanced High on TELPAS.

**Goal 2.1: To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.**

- At 95% staff agree they “I have high expectations for my students.”

- At 95% staff agree they “I receive information from my principal that is timely and relevant.”

- At 90% or higher staff agree, “My principal/supervisor is accessible within a reasonable amount of time,” “My principal/supervisor encourages and supports collaboration within our building/department,” and “I feel supported by my principal/Supervisor in my efforts to adapt to change”.

**Goal 2.2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

-Hiring processes are consistent, reflect best practices, and adhere to district requirements.

**Goal 2.3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.**

-The campus maintains the weekly PLC schedule with fidelity.

-The T-TESS appraisers meet regularly with appraised teachers for coaching.

-The campus principal, Campus Instructional Specialist (CIS), and Campus Instructional Coach (CIC) collaboratively plan and hold PLCs.

-The CIS and CIC create and follow a coaching cycle schedule to for each teacher.

**Goal 2.4: ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

-Our campus maintains a regular flow of giving and receiving feedback with teachers.

**Goal 3.1: The District will use data driven planning to prioritize resource allocations.**

The campus uses multiple data sets to inform the prioritization of resources allocations.

**Goal 3.2: The District will prepare budgets using transparent and open communication amongst stakeholders.**

-SBDM committee meetings are well attended by campus members.

**Goal 3.3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.**

-Parents agree at a rate of 97% or higher they are happy with the quality of instruction, they are happy with their child's experience at this school, they are happy with the use of technology. Also, at 97% or more the school provides a safe campus for students and parents, and they have confidence in the campus administration.

-Over 100% increase of the number of volunteers from the first semester to the second semester.

-We have an active adult membership in the Cheetah Cub Club.

-We have consistent parent participation in the curriculum and game nights.

**Goal 3.4: The District operational departments training will focus on effective and sustainable use of district resources and procedures.**

-The communication between the campus and the operational departments is efficient and they respond with a sense of urgency.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** There is a need to develop student leadership opportunities that will reinforce workforce skills, such as communication, teamwork and interpersonal skills.

**Root Cause:** Because leadership opportunities are primarily staff or administrative led, students do not have an opportunity to develop their leadership skills and increase awareness of career opportunities

**Problem Statement 2:** There is a need to address systems for attendance as there were a total of 5813 student absences during the 2023-2024 school year and 31% chronic absenteeism.

**Root Cause:** The campus has not implemented proactive strategies to improve attendance rates.

**Problem Statement 3:** EB and SPED students scored lower than their peers more often than other sub-populations on STAAR in all subject areas. There's a need to focus efforts on providing SPED and EB services to students that focus on providing specialized supports in the Tier 1 setting (co-teaching, accommodations, differentiation and Language Supports).

**Root Cause:** The emphasis on tier 1 instruction often leaves out effective instructional practices and materials that benefit special populations.

**Problem Statement 4:** An average of 18.3% of students did not meet standard on Math CUAs across grades 2-5. **Root Cause:** PLCs did not have a clear focus around providing clarity of the standards, research based instructional strategies, and the district provided curriculum resources.

**Problem Statement 5:** An average of 14.6% of the students scored below the 20th Percentile on Achievement on MAP Reading Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.

**Problem Statement 6:** An average of 12% of the students scored below the 20th Percentile on Achievement on MAP Math Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.

**Problem Statement 7:** There is a need to concentrate efforts around the four language domains with particular emphasis on the speaking and reading dimensions in order to decrease the number of students scoring Beginner or Intermediate from 38% to 20%. **Root Cause:** Professional Development and PLCs that focused on the 4 language domains were not intentionally planned for in the campus Professional Development Plan.

**Problem Statement 8:** There is a need to increase student perceptions from 81-86% to 90% in descriptors that scored important but poorly rated. **Root Cause:** The campus requires different avenues to facilitate connections for all students.

**Problem Statement 9:** There is a need to increase student achievement on STAAR where 76% or more students meet standard on the STAAR Math Summative. **Root Cause:** With Support, Teachers will implement the district required math curriculum, monitor student progress through data analysis, and adjust instruction accordingly.

**Problem Statement 10:** There is a need to increase Student Achievement on STAAR Reading where 70% or more students meet standard. **Root Cause:** With support, Teachers will implement the district required reading and writing curriculum, monitor student progress through data analysis, and adjust instruction accordingly so all students access the curriculum.

**Problem Statement 11:** More than half the students are reading below grade level based on the ISIP Data. There is a need to focus on Tier 1 instruction at the foundational grade levels to ensure student growth. **Root Cause:** ISIP Data was not used frequently to identify and address student learning gaps in reading.

**Problem Statement 12:** \*On average 29% of 3rd-5th grade students scored a zero on the constructed response task. **Root Cause:** Innovative strategies are needed to help students make connections across all content areas and where students write across all content areas.

**Problem Statement 13:** There were a total of 454 discipline incidents with the majority of incidents being assaults by contact or threat. There is a need to decrease discipline incidents on campus through preventative strategies. **Root Cause:** Current strategies do not build significant student to student and student to staff relationships to make a significant impact on student discipline.

**Problem Statement 14:** An average of 33% of GT students scored Masters on STAAR Reading and Math Combined. **Root Cause:** Innovative strategies are needed to meet the needs of Gifted Students.

**Problem Statement 15:** There is a need to increase student achievement in Science, where 75% of students or more approach standard. **Root Cause:** Current scientific instructional practices do not address the academic needs of students.

# Human Capital

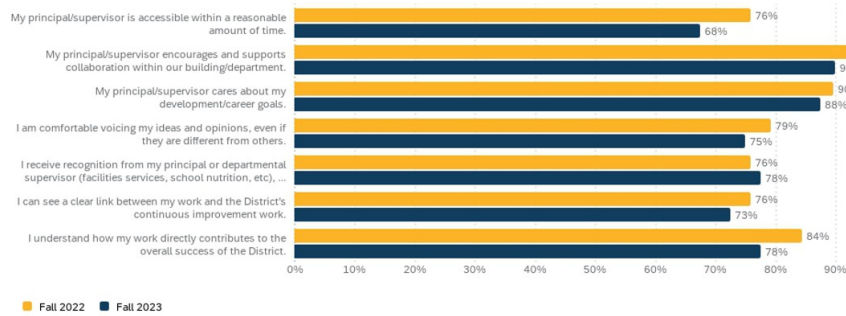
## Human Capital Summary

### Priority 2: Human Capital

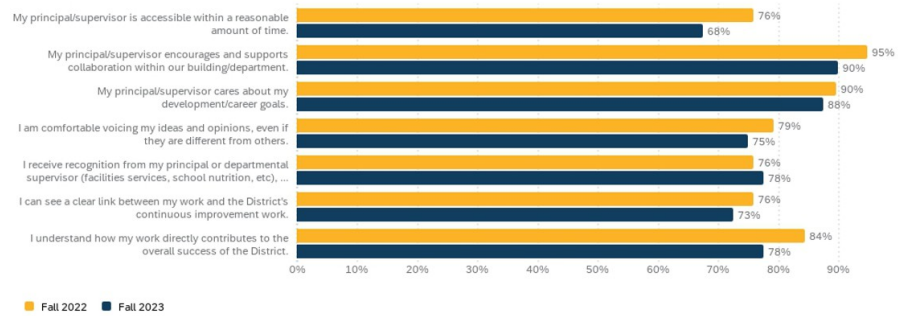
**Goal 2.1: To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.**

#### Staff Engagement

Percent Agreement by Statement



Percent Agreement by Statement



Last year 58 staff members responded. This year, only 37 staff members participated in the survey. A rating of 80% is considered a benchmark rating.

#### Strengths:

- At 95% staff agree they “I have high expectations for my students.”
- At 95% staff agree they “I receive information from my principal that is timely and relevant.”
- At 90% or higher staff agree, “My principal/supervisor is accessible within a reasonable amount of time,” “My principal/supervisor encourages and supports collaboration within our building/department,” and “I feel supported by my principal/Supervisor in my efforts to adapt to change”.

Problems:

75%- I am comfortable voicing my ideas and opinions, even if they are different from others.

78%- I receive recognition from my principal or departmental supervisor.

73%- I can see a clear link between my work and the District's continuous improvement work.

78%- I understand how my work directly contributes to the overall success of the District.

Root Cause: The campus needs to improve the environment where staff feel comfortable sharing ideas and opinions and recognizing staff.

## **Goal 2.2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

The campus principal uses the district online platform to post open positions and to review the interviewee pool. Select staff also participate in recruitment trips held by the district and by local education prep programs. As needed, questions are developed for each open position; the questions and interview team remain the same for each interviewee for each open position. References and certifications are checked before making a hiring offer. Hiring is ongoing through out the year as needed.

Strength:

-Hiring processes are consistent, reflect best practices, and adhere to district requirements.

Problem:

-The campus has difficulty retaining a full aide staff.

Root Cause: The campus needs provide clarity of expectations to the aides through regular training.

## **Goal 2.3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.**

At least weekly the campus holds Profession Learning Community (PLC) meetings for each grade level team to consist of needs noticed at the campus level, per team request, and district initiated training. Best efforts are made to hold PLC meetings at a time not taken from teachers' designated planning or conference time. Teaching staff also participate in outside training as need or requested.

Teachers are coached through the T-TESS cycle and through the Get Better Faster coaching cycle. Coaching is based on classroom observation, the need for classroom management or instructional delivery support, and included one-to-one coaching and follow up.



Strength:

- The campus maintains the weekly PLC schedule with fidelity.
- The T-TESS appraisers meet regularly with appraised teachers for coaching.
- The campus principal, Campus Instructional Specialist (CIS), and Campus Instructional Coach (CIC) collaboratively plan and hold PLCs.
- The CIS and CIC create and follow a coaching cycle schedule to for each teacher.

Problem:

- The campus assistant principals are rarely available to join PLCs.

Root Cause: Campus assistant principals are regularly pulled away for discipline issues.

## **Goal 2.4: ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

Staff members from all grade levels and specials teams have the opportunity to join the Site Based Decision Making committee. The committee meets at least quarterly and members are able to give feedback for the Campus Improvement Plan (CIP) including the end of year needs assessment as part of the decision-making process for the next year's CIP.

Staff also participate in a year survey to provide the campus decision makers with feedback about the culture and climate.

Teachers receive feedback through the T-TESS and coaching cycles.

Campus administrator maintain an open-door policy; staff is welcome to give or ask for feedback at any time.

Strengths:

- Our campus maintains a regular flow of giving and receiving feedback with teachers.

Problem:

- Other staff such as crossing guards and aides may not feel they have regular opportunities to give and receive feedback.

Root Cause: The campus needs to provide space for all staff to give and receive feedback.

## Human Capital Strengths

**Goal 2.1: To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.**

- At 95% staff agree they “I have high expectations for my students.”
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**Goal 2.4: ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

- Our campus maintains a regular flow of giving and receiving feedback with teachers.

## Problem Statements Identifying Human Capital Needs

**Problem Statement 1:** Other staff such as crossing guards and aides may not feel they have regular opportunities to give and receive feedback. **Root Cause:** The campus needs to provide space for all staff to give and receive feedback.

**Problem Statement 2:** The campus has difficulty retaining a full aide staff. **Root Cause:** The campus needs to provide clarity of expectations to the aides through regular training.

**Problem Statement 3:** The campus assistant principals are rarely available to join PLCs. **Root Cause:** Campus assistant principals are regularly pulled away for discipline issues.

**Problem Statement 4:** Only 75% of staff members responded with "I am comfortable voicing my ideas and opinions, even if they are different from others." in the staff engagement survey. **Root Cause:** The campus needs to improve the environment where staff feel comfortable sharing ideas and opinions and recognizing staff.

**Problem Statement 5:** There is a need to concentrate efforts around the four language domains with particular emphasis on the speaking and reading dimensions in order to decrease the number of students scoring Beginner or Intermediate from 38% to 20%. **Root Cause:** Professional Development and PLCs that focused on the 4 language domains were not intentionally planned for in the campus Professional Development Plan.

## **Financial Stewardship**

### **Financial Stewardship Summary**

### **Goal 3.1 The District will use data driven planning to prioritize resource allocations.**

#### **Academic Data**

The campus uses student assessment data in PLCs and SBDM to determine and prioritize campus instructional and professional development needs.

#### **Climate Data**

The campus uses the Parent, Student and staff engagement survey data to determine areas of growth

#### **Parent Engagement Data**

Surveys are sent periodically to parents to capture their input on campus decision making. Parent attendance at events is monitored to ensure that we are leveraging parent voice in the school community. The annual Title 1 survey is sent to all parents and used to evaluate the effectiveness of the title one programs on campus and how funds will be utilized. The SBDM analyzes the data and drives decision making on campus.

### **Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.**

The SBDM assists in the decision making of the CIP and resource allocation of funds. The CIP is published on the campus website for transparency. Parent and Community input is obtained through the use of the Annual Title 1 survey.

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

#### Campus Volunteers

2023-2024 Campus Volunteer Totals	
Number of Volunteers	Volunteer Hours
103	721

#### Parent Engagement Survey

The district sends out a yearly parent engagement survey.

Campus level data revealed the following statements scored at 90% or higher:

I am happy with the quality of instruction at this school. (97%)

This school provides quality programs for my child's talents, gifts, or special needs. (91%)

Teachers at this school set expectations that are appropriate for my child. (95%)

Teachers at this school provide a nurturing environment for my child. (98%)

I am happy with my child's' experience at this school. (97%)

The use of technology in the classroom at this school is appropriate. (99%)

The school sends regular communications that keep me informed about campus events and activities. (96%)

this school promptly responds to my phone calls, messages, or emails. (96%)

As a parent, I feel welcomed and respected at this school. (95%)

This school provides a safe campus for students parents and staff. (99%)

Overall, I have confidence in the campus administration at this school. (96%)

Scoring below 90%:

I am pleased with the food choices available to my child in the school cafeteria. (86%)

I feel connected to other families / parents at this school. (82%)

Parent Engagement occurs through Reading Night, Science Night, Math Night, and Game Night in which all parents and students are invited to participate. Few parents actively participate in Title 1 meetings.

The parent liaison host Cheetah Cub Club to engage parents of 3-year old children in social and academic lessons. The club meets three times a week and has 20 adult members.

**Strengths:**

-Parents agree at a rate of 97% or higher they are happy with the quality of instruction, they are happy with their child’s experience at this school, they are happy with the use of technology. Also, at 97% or more the school provides a safe campus for students and parents, and they have confidence in the campus administration.

-Over 100% increase of the number of volunteers from the first semester to the second semester.

-We have an active adult membership in the Cheetah Cub Club.

-We have consistent parent participation in the curriculum and game nights.

**Problem:**

-We do not have a PTA to encourage more family and volunteer engagement.

-Survey results are at 82% agreement they feel “connected to other families and parents at this school”.

**Discipline Data**

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April
Highest Incident Type	Assault - 10	Assault - 35	Assault - 17	Assault - 25	Tardy - 38	Other Serious Offense - 5	Assault - 10	Assault - 16	Assault - 9
Total of Monthly Incidents	18	80	44	64	83	31	75	45	14

Total of 454 incidents

There were a total of 454 discipline incidents with the majority of incidents being assault by contact or threat. There is a need to decrease discipline incidents on campus through preventative strategies.

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

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

The campus staff understand and value the work of operational departments. Business Services supports our purchasing efforts and provides guidance for the use Title 1 funds. Facilities Service provide building maintenance. School Safety helps us conduct a yearly safety audit, lead our safety training, and we follow their guidance for safety documentations. Student Service provides the student code of conduct and student handbook, they guide registration process and requirements, and work with the campus behavior coordinator. Nutrition Services provides on-campus kitchen managers and staff and the new lunch menus with multiple options encourage our students to eat a full meal. Technology Services works with our campus and district level technologist, manages our reporting systems and learning management systems.

Strengths:

-The communication between the campus and the operational departments is efficient and they respond with a sense of urgency.

## **Financial Stewardship Strengths**

### **Goal 3.1: The District will use data driven planning to prioritize resource allocations.**

The campus uses multiple data sets to inform the prioritization of resources allocations.

### **Goal 3.2: The District will prepare budgets using transparent and open communication amongst stakeholders.**

-SBDM committee meetings are well attended by campus members.

### **Goal 3.3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.**

-Parents agree at a rate of 97% or higher they are happy with the quality of instruction, they are happy with their child's experience at this school, they are happy with the use of technology. Also, at 97% or more the school provides a safe campus for students and parents, and they have confidence in the campus administration.

-Over 100% increase of the number of volunteers from the first semester to the second semester.

-We have an active adult membership in the Cheetah Cub Club.

-We have consistent parent participation in the curriculum and game nights.

### **Goal 3.4: The District operational departments training will focus on effective and sustainable use of district resources and procedures.**

-The communication between the campus and the operational departments is efficient and they respond with a sense of urgency.

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

**Problem Statement 1:** Campus staff don't utilize maintenance requests often and teachers show an over-reliance on technology support. **Root Cause:** Staff do not use the multiple methods of entering a maintenance request and need step through guides for easily resolved tech issues.

**Problem Statement 2:** SBDM committee meetings are not well attended by off-campus District representatives, Parents, and Community members. **Root Cause:** The campus has not communicated with these stakeholders the value of their attendance in input.

**Problem Statement 3:** We do not have a PTA to encourage more family and volunteer engagement. **Root Cause:** The campus can develop a system of engagement for adult volunteers and adult visitors to foster connections.

**Problem Statement 4:** There continues to be a struggle to engage parents in the data gathering and analyzing processes. **Root Cause:** The campus must try new avenues to recruit parents participation.

**Problem Statement 5:** Few parents actively participate in Title 1 parent engagement meetings. **Root Cause:** The campus has not communicated clearly with stakeholders the value of their attendance and input. The campus must try new avenues to recruit parents participation.

**Problem Statement 6:** There is a need to address systems for attendance as there were a total of 5813 student absences during the 2023-2024 school year and 31% chronic absenteeism. **Root Cause:** The campus has not implemented proactive strategies to improve attendance rates.

# Priorities

## Priority 1: Student Success

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

Key Strategic Action 1 Details
<p><b>Key Strategic Action 1:</b> 1.1 The campus will implement proactive strategies for improving attendance rates.</p> <p><b>Progress Measure (Lead):</b> * Parents will be informed of the campus goal for all students to have fewer than 5 absences during the school year, through a counselor created brochure, Facebook posts and Celebrations during Celebrate Attendance Awareness Month (September), and provide Student Awards.</p> <p>* Teachers will communicate attendance expectations and goals throughout the year.</p> <p>*Teachers will host parent conferences with parents prior to the student becoming chronically absent.</p> <p>* The campus Principal will communicate attendance goals, expectations and statistics each month in easy to understand ways.</p> <p>* Teachers will track class progress toward the Attendance Goal.</p> <p>*Students will set attendance goals and track their progress on self selected lead measures.</p> <p><b>Outcome Measure (Lag):</b> The campus will increase the annual Attendance rate from 93% to 96%.</p> <p><b>Dates/Timeframes:</b> June 2025</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Attendance Secretary, Teachers, Students</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Success 2 - Financial Stewardship 6</p> <p><b>Funding Sources:</b> Monthly Attendance Awards - 211 - ESEA, Title I Part A - 211.11.6498.00.137.30.000 - \$500, Folders, Sheet Protectors and Paper for Goal setting for each student - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$600</p>



### Key Strategic Action 2 Details

**Key Strategic Action 2:** 1.1.a. Increase opportunities for students to expand their extracurricular opportunities during the school day and after school .

**Progress Measure (Lead):** \* During weekly "extra specials" teachers will design opportunities for students to engage in Music, PE, Computers and Engaging Library or STEM activities.

\* Teacher leaders will offer opportunities for students in grades 3-5 to participate in after school clubs.

\* Family Nights will be held 3 times a year to increase parent and student engagement in scholastic events centered on Literacy, Math and Science.

\*Students will participate in Field Trips focused on Math, Science, and STEM/STEAM.

**Outcome Measure (Lag):** The number of students participating in after school activities will increase from 49 students participating to 52 students participating by 2025.

**Dates/Timeframes:** By May 2025

**Staff Responsible for Monitoring:** Teacher Leaders, Assistant Principals, Committee Chairs

**Collaborating Departments:** N/A

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 4, 5, 6, 9, 10, 11, 12, 14, 15 - Financial Stewardship 5

**Funding Sources:** Materials for Family Nights - 211 - ESEA, Title I Part A - 211.61.6399.00.137.30.000 - \$600, Snacks for family night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.137.24.PAR - \$600, Entrance Fees For Students - 166 - State Comp Ed - 166.11.6412.00.137.30.AR0 - \$2,590, Transportation for Field Based Instruction - 166 - State Comp Ed - 166.11.6494.00.137.30.AR0 - \$2,671

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Staff will build significant student-to-student, staff-to-student relationships.

**Progress Measure (Lead):** \* The school will implement Capturing Kids Hearts Strategies across all areas of the school.

\*The staff will implement Capturing Kids Heart Strategies across all areas of campus.

\*The Social Emotional Learning Specialist will provide students with supplemental guidance lessons in whole group and small group settings.

\*The counselors will engage students in classroom guidance lessons that focus on social skills, character traits, and school-appropriate behaviors.

\*The campus will recognize students for positive character traits and invite parents to attend the "Star Student" Assembly. The Librarian will collaborate with counselors to integrate FB postings of monthly "Star" students.

\*The counselor and Social Emotional Learning Specialist will host a Student-to-Student or PALS program to assist in welcoming new students and providing them with a buddy during their first weeks of school.

**Outcome Measure (Lag):** Attendance rates will increase from 93% to 96% by 2025.

Discipline referrals will decrease from 454 to 430 by 2025.

Increase student perceptions from 81-86% to 90% in descriptors that scored important but poorly rated on the student engagement survey by 2025.

**Dates/Timeframes:** May 2025

**Staff Responsible for Monitoring:** Counselors

**Collaborating Departments:** Counseling

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 2, 13 - Financial Stewardship 6

**Funding Sources:** Instructional Supplies for Counseling - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$600

### Key Strategic Action 4 Details

**Key Strategic Action 4:** 1.1.c. Identify and Meet the needs of Gifted students through innovative strategies

**Progress Measure (Lead):** Gifted students are intentionally clustered together.

Counselors will meet with GT Identified students and provide social emotional lessons.

GT students will be provided with enrichment and acceleration during WIN Time.

GT Students will participate in the completion of the TPSP Project.

**Outcome Measure (Lag):** GT students scoring Master on STAAR will increase from an average of 33% Masters in reading and math to an average of 37% by 2025.

**Dates/Timeframes:** May 2025

**Staff Responsible for Monitoring:** Principal, GT certified Teachers

**Collaborating Departments:** N/A

**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 14

### Key Strategic Action 5 Details

**Key Strategic Action 5:** 1.1.d. Provide opportunities for students to engage in STEM or STEAM Challenges.

**Progress Measure (Lead):** \* The librarian will design monthly STEM/STEAM Challenges for students at each grade level.

\* The campus will continue to host a physical maker-space in the library, and a fleet of mobile maker-space carts where students can use creativity to explore and apply their knowledge of STEM, using high tech and no tech tools. This space will provide hands on learning and help with critical thinking skills.

\* Morning maker-space Explorers (before school) and Flexibly schedule daily maker-space will be available to students in grades 1-5.

\* The campus will book the Stem bus for grades 3-5 and for Math and Science Night.

**Outcome Measure (Lag):** Students Science STAAR Scores will increase from 63% approaches to 75% approaches by 2025.

Increase attendance rate from 93% to 96% by 2025.,

Increase Student Achievement on May 2025 StAAR Math by 5%.

**Dates/Timeframes:** June 2025

**Staff Responsible for Monitoring:** Librarian / CIC

**Collaborating Departments:** N/A

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

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

**Problem Statements:** Student Success 1

**Funding Sources:** Materials for Maker space - 211 - ESEA, Title I Part A - 211.12.6399.00.137.30.000 - \$1,500, Fund Librarian - 211 - ESEA, Title I Part A - 211.11.6119.00.137.30.000 - \$40,221, Instructional supplies for STEM Challenges. - 211 - ESEA, Title I Part A - 211.12.6399.00.137.30.000 - \$1,500

## Goal 1 Problem Statements:

### Student Success

- Problem Statement 1:** There is a need to develop student leadership opportunities that will reinforce workforce skills, such as communication, teamwork and interpersonal skills. **Root Cause:** Because leadership opportunities are primarily staff or administrative led, students do not have an opportunity to develop their leadership skills and increase awareness of career opportunities
- Problem Statement 2:** There is a need to address systems for attendance as there were a total of 5813 student absences during the 2023-2024 school year and 31% chronic absenteeism. **Root Cause:** The campus has not implemented proactive strategies to improve attendance rates.
- Problem Statement 4:** An average of 18.3% of students did not meet standard on Math CUAs across grades 2-5. **Root Cause:** PLCs did not have a clear focus around providing clarity of the standards, research based instructional strategies, and the district provided curriculum resources.
- Problem Statement 5:** An average of 14.6% of the students scored below the 20th Percentile on Achievement on MAP Reading Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.
- Problem Statement 6:** An average of 12% of the students scored below the 20th Percentile on Achievement on MAP Math Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.
- Problem Statement 9:** There is a need to increase student achievement on STAAR where 76% or more students meet standard on the STAAR Math Summative. **Root Cause:** With Support, Teachers will implement the district required math curriculum, monitor student progress through data analysis, and adjust instruction accordingly.
- Problem Statement 10:** There is a need to increase Student Achievement on STAAR Reading where 70% or more students meet standard. **Root Cause:** With support, Teachers will implement the district required reading and writing curriculum, monitor student progress through data analysis, and adjust instruction accordingly so all students access the curriculum.
- Problem Statement 11:** More than half the students are reading below grade level based on the ISIP Data. There is a need to focus on Tier 1 instruction at the foundational grade levels to ensure student growth. **Root Cause:** ISIP Data was not used frequently to identify and address student learning gaps in reading.
- Problem Statement 12:** \*On average 29% of 3rd-5th grade students scored a zero on the constructed response task. **Root Cause:** Innovative strategies are needed to help students make connections across all content areas and where students write across all content areas.
- Problem Statement 13:** There were a total of 454 discipline incidents with the majority of incidents being assaults by contact or threat. There is a need to decrease discipline incidents on campus through preventative strategies. **Root Cause:** Currents strategies do not build significant student to student and student to staff relationships to make a significant impact on student discipline.
- Problem Statement 14:** An average of 33% of GT students scored Masters on STAAR Reading and Math Combined. **Root Cause:** Innovative strategies are needed to meet the needs of Gifted Students.
- Problem Statement 15:** There is a need to increase student achievement in Science, where 75% of students or more approach standard. **Root Cause:** Current scientific instructional practices do not address the academic needs of students.

### Financial Stewardship

- Problem Statement 5:** Few parents actively participate in Title 1 parent engagement meetings. **Root Cause:** The campus has not communicated clearly with stakeholders the value of their attendance and input. The campus must try new avenues to recruit parents participation.
- Problem Statement 6:** There is a need to address systems for attendance as there were a total of 5813 student absences during the 2023-2024 school year and 31% chronic absenteeism. **Root Cause:** The campus has not implemented proactive strategies to improve attendance rates.

## 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:** Teachers will implement the district required reading and writing curriculum, monitor student progress through data analysis, and adjust instruction accordingly so all students access the curriculum.

**Progress Measure (Lead):** \* During PLCs teams will use the district internalization documents to drive the use of the district required reading curriculum .

\*Teachers in Grades K-3 will implement Benchmark Phonics instruction daily with fidelity.

\* The administration will provide teachers with high quality supplemental digital writing instructional materials and professional development opportunities.

\*Coaching around the ARACE strategy for constructed response, Analysis of Student work samples, Pre & Post Brief for Modeled lessons, and support for aligning the digital resource with the district writing Curriculum will be provided.

\*Substitutes will be needed to help teachers engage in Pre-Brief, Observation, Post-Brief and analysis of student work samples.

\* During PLCs, Teams will engage in the use of the district data protocol to analyze progress checks, benchmark data, and determine next levels of work.

\*Administrators and coaches will monitor the implementation of the curriculum through walkthroughs and coaching walks.

\* The campus will utilize appropriate methods and materials when providing inclusive support to emergent bilingual students and special education students during Tier 1 instruction in literacy.

\*When more substantial support is required students will engage with research based supplementary supports.

\*After school tutoring will be provided 1 to 2 times a week to students in need of assistance as determined by classroom teachers.

\*Campus leadership, the Librarian, and Teachers will encourage a literacy rich environment at school and in the home by providing students with access to literature in both physical and virtual formats.

\* The Librarian will lead innovative reading experiences across campus such as, Book walks, Dear Day, World Read Aloud Day, A poem in my pocket. Reading Contests through the library such as "Beanstack" 40 book reading challenge, the 2x2 book challenge, and Bluebonnet challenge will encourage students and families to read.

\* The Librarian will support all content area standards and support students as they discover new literature, conduct genre studies, and engage in research activities throughout the content areas. The librarian will use language from the standards in interacting with students as they discover new literature.

\* EB and Special Education teachers will attend a weekly grade level PLC to gain insight on the general education curriculum.

\*Teachers will implement tier 1 interventions with fidelity.

**Outcome Measure (Lag):** Students STAAR Reading Scores will increase from an average of 63% Meets in grades 3-5 to an average of 70% meets in grades 3-5 by 2025. Decrease the number of zeros on constructed response from an average of 29% across Grades 3-5 to 25% across Grades 3-5 by 2025.

**Dates/Timeframes:** June 2025

**Staff Responsible for Monitoring:** Campus Admin, CIS/CIC, Classroom 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 5, 10, 11, 12

**Funding Sources:** online supplemental resource to reinforce vocabulary for EB students - 165/ES0 - ELL - 165.11.6299.OL.137.25.ES0 - \$3,990, Online Supplementary Instructional Materials for SPED students - 211 - ESEA, Title I Part A - 211.11.6299.OL.137.30.000 - \$600, Instructional Supplies to support Reading for SPED students - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$1,000, Snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.137.30.000 - \$1,000, Supplementary Materials for Writing instruction (Empowering Writers HUB) - 211 - ESEA, Title I Part A - 211.11.6299.OL.137.30.000 - \$5,705, Supplementary Reading Resource (Beanstack) - 211 - ESEA, Title I Part A - 211.11.6299.OL.137.30.000 - \$900, Empowering Writers Coaching- Professional Development - 211 - ESEA, Title I Part A - 211.13.6299.00.137.30.000 - \$20,000, Substitutes for Coaching - 211 - ESEA, Title I Part A - 211.13.6299.00.137.30.000 - \$2,000, Technology supplies to support tier 1 intervention programs (Headphones and Headphone adapters) - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$3,000, Supplementary Spiral review resource for after school Tutoring (Think Up) - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$4,000, Instructional supplies for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$2,500

**Goal 2 Problem Statements:**

**Student Success**

**Problem Statement 5:** An average of 14.6% of the students scored below the 20th Percentile on Achievement on MAP Reading Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.

**Problem Statement 10:** There is a need to increase Student Achievement on STAAR Reading where 70% or more students meet standard. **Root Cause:** With support, Teachers will implement the district required reading and writing curriculum, monitor student progress through data analysis, and adjust instruction accordingly so all students access the curriculum.

**Problem Statement 11:** More than half the students are reading below grade level based on the ISIP Data. There is a need to focus on Tier 1 instruction at the foundational grade levels to ensure student growth. **Root Cause:** ISIP Data was not used frequently to identify and address student learning gaps in reading.

**Problem Statement 12:** \*On average 29% of 3rd-5th grade students scored a zero on the constructed response task. **Root Cause:** Innovative strategies are needed to help students make connections across all content areas and where students write across all content areas.

**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:** Teachers will implement the district required math curriculum, monitor student progress through data analysis, and adjust instruction accordingly, so all students access the curriculum.

**Progress Measure (Lead):** \*During PLCs teams will use the district internalization documents to drive the use of the district required math curriculum .

\*Teachers will Teachers across all grade levels will design and deliver lessons that require students to use manipulatives to create concrete models prior to moving to visual representations, then move to abstract representations.

\*SPED and EB Teachers will engage in weekly PLCs with grade levels in order to support the Gen. Ed Curriculum.

\*PLC Teams will analyze student math work samples on a bi monthly basis.

\*PLCs Teams will engage in the use of the district data protocol.

\*Administrators and coaches will monitor the implementation of the curriculum through walkthroughs and coaching walks.

\*Teachers will implement with consistency and fidelity math components as strategies that include: focused reasoning, problem solving, mathematical representations, and conceptual understanding.

\*Teachers will provide after school tutoring for math as needed.

\* Use supplementary Materials to support comprehension of mathematical subjects- Brain Pop

**Outcome Measure (Lag):** Students STAAR Math Scores will increase from an average of 71% to 76% by 2025.

**Dates/Timeframes:** June 2025

**Staff Responsible for Monitoring:** Campus Admin, CIS/CIC, All Teachers

**Collaborating Departments:** SPED/ ELL

**ESF Levers:**

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

**Problem Statements:** Student Success 4, 6, 9

**Funding Sources:** Spiral Review materials for after school tutoring (think up) - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$2,900, Instructional Supplies for teaching Math - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$3,295, Instructional supplies for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$5,000, Purchase BrainPOP - 211 - ESEA, Title I Part A - 211.11.6299.OL.137.30.000 - \$2,000

**Goal 3 Problem Statements:**

**Student Success**

**Problem Statement 4:** An average of 18.3% of students did not meet standard on Math CUAs across grades 2-5. **Root Cause:** PLCs did not have a clear focus around providing clarity of the standards, research based instructional strategies, and the district provided curriculum resources.

**Problem Statement 6:** An average of 12% of the students scored below the 20th Percentile on Achievement on MAP Math Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.

## Student Success

**Problem Statement 9:** There is a need to increase student achievement on STAAR where 76% or more students meet standard on the STAAR Math Summative. **Root Cause:** With Support, Teachers will implement the district required math curriculum, monitor student progress through data analysis, and adjust instruction accordingly.



**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:** 1.4.a Students will be provided with leadership opportunities in an effort to increase awareness of career opportunities.

**Progress Measure (Lead):** \* Students will develop communication, teamwork and interpersonal skills through leadership opportunities. This year's focus will be on developing capacity in our 5th grade students through the 7 habits of highly effective students and Leader In Me Strategies and the implementation of CKH strategies.

\* Counselors and the parent liaison will engage students in the Youth Sponsorship Program. The counselor and the Parent Liaison will train students to be buddies for new comer students.

Students will be trained on Leader In Me strategies.

\* A core group of students will be selected as flag leaders.

\* A core group of students will be selected to be morning announcement leaders.

\* A core group of students will be selected to assist with monthly

\* Character trait assemblies which will also include reporting out on campus progress regarding our Wildly Important Goals.

\* Other leadership opportunities will take place throughout the year.

**Outcome Measure (Lag):** Increase leadership opportunities on campus from 0% to 10% of 5th Grade students participating by 2025.

**Dates/Timeframes:** by May 2025

**Staff Responsible for Monitoring:** Counselors

**Collaborating Departments:** Leadership Team & 5th Grade teachers

**TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 1

**Funding Sources:** Programs that support Schoolwide improvement and include student leadership coaching, teacher resources, support positive culture and systems for goal setting. (Leader in Me) - 211 - ESEA, Title I Part A - 211.11.6299.OL.137.30.000 - \$7,000

### Key Strategic Action 2 Details

**Key Strategic Action 2:** 1.4.b The campus will expand community partnerships to enhance and broaden learning experiences for students.

**Progress Measure (Lead):** The counselor will design opportunities for student exposure to different career paths during career day. The campus will provide a recognize campus volunteers with certificates during staff appreciation week for their volunteer hours completed.

**Outcome Measure (Lag):** Increase the number of career day volunteers from 12 businesses/organizations to 15 in 2025.

**Dates/Timeframes:** March 2025

**Staff Responsible for Monitoring:** Counselors

**Collaborating Departments:** Counseling

**TEA Priorities:**

Connect high school to career and college

**- ESF Levers:**

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

**Problem Statements:** Student Success 1

### Key Strategic Action 3 Details

**Key Strategic Action 3:** MTSS Supports will be provided to students in need.

**Progress Measure (Lead):** "MTSS will guide the development of Behavior Intervention Support Plans, embedded counseling supports and academic interventions. Tier 2 and Tier 3 interventions will be provided to students in need during WIN Time. Under the supervision of the campus intervention teacher, Intervention aides will provide intervention services for at risk students.

Teachers will administer District benchmark assessments and Istation ISIP assessments.

In PLCs, teachers will analyze data from district benchmark assessments to drive instructional groupings, intervention, and remediation.

With the support of the campus instructional specialist, The RtI team will meet to design intervention plans, monitor progress, and implement the RtI continuum of interventions.

The RTI team will develop goals for individual student needs as part of the RTI process. (October)

**Outcome Measure (Lag):** All students grow by 5 points on STAAR Reading and Math.

**Dates/Timeframes:** May 2025

**Staff Responsible for Monitoring:** Admin, CIS,

**Problem Statements:** Student Success 4, 5, 6, 9, 10, 11, 12

**Funding Sources:** Fund salaries for Intervention Aides to work with at risk students in K-5 - 166 - State Comp Ed - 166.11.6129.00.137.30.AR0 - \$51,339

### Key Strategic Action 4 Details

**Key Strategic Action 4:** EB and SPED students will be provided supports to access the general ed curriculum.

**Progress Measure (Lead):** Teachers will participate in professional development opportunities that focus on meeting the needs of emergent bilingual students in the areas of speaking and reading.

Teachers will participate in professional development opportunities that focus on meeting the needs of emergent bilingual students in the areas of speaking and reading.

The Special Education Staff and ESL Teachers will participate in grade level PLCS in order to increase teacher clarity around the standards. During this time, teachers will discuss strategies for differentiation for different populations.

ESL teacher will provide EB Students with linguistic supports in the General Ed classroom through the use of the co teaching model.

The English as a Second Language teacher will provide Emergent Bilingual students who are in need of additional interventions with explicit instruction the four language domains, through district provided online platforms, explicit vocabulary instruction, and the implementation of Language Objectives based on the English Language Proficiency Standards through a pull out model.

Intervention and special education teams will meet each progress report and report card reporting period to monitor student progress.

The EL teachers will provide parents with training on best practices to support Emergent bilingual students' language development in the 4 language domains.

**Outcome Measure (Lag):** All students grow by 5 points on STAAR Reading and Math.

**Dates/Timeframes:** may 2025

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 3

**Funding Sources:** Teacher conference fees and travel- ESL Teachers - 166 - State Comp Ed - 166.13.6411.00.137.30.AR0 - \$4,000, Substitutes for ESL Teachers to attend PD - 166 - State Comp Ed - 166.13.6299.00.137.30.AR0 - \$1,000

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Provide students with well rounded science instruction.

**Progress Measure (Lead):** 50% of science instruction will be provided through hands on experiences.

Teachers will use the district science resource with fidelity.

Grade level teams will have the opportunity to use 2 science labs or traveling labs. A digital sign up system will be implemented across campus to facilitate the use of the science labs.

Writing across the content areas will be supported with the support of the Empowering Writers Resource and coaching.

\* Use Brainpop to Supplement Science instruction

**Outcome Measure (Lag):** Students STAAR Math Scores will increase from 65% to 75% by 2025.

**Dates/Timeframes:** May 2025

**Staff Responsible for Monitoring:** Administration and teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

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

**Problem Statements:** Student Success 15

### Goal 4 Problem Statements:

### Student Success

**Problem Statement 1:** There is a need to develop student leadership opportunities that will reinforce workforce skills, such as communication, teamwork and interpersonal skills.

**Root Cause:** Because leadership opportunities are primarily staff or administrative led, students do not have an opportunity to develop their leadership skills and increase awareness of career opportunities

**Problem Statement 3:** EB and SPED students scored lower than their peers more often than other sub-populations on STAAR in all subject areas. There's a need to focus efforts on providing SPED and EB services to students that focus on providing specialized supports in the Tier 1 setting (co-teaching, accommodations, differentiation and Language Supports). **Root Cause:** The emphasis on tier 1 instruction often leaves out effective instructional practices and materials that benefit special populations.

**Problem Statement 4:** An average of 18.3% of students did not meet standard on Math CUAs across grades 2-5. **Root Cause:** PLCs did not have a clear focus around providing clarity of the standards, research based instructional strategies, and the district provided curriculum resources.

**Problem Statement 5:** An average of 14.6% of the students scored below the 20th Percentile on Achievement on MAP Reading Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.

**Problem Statement 6:** An average of 12% of the students scored below the 20th Percentile on Achievement on MAP Math Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.

**Problem Statement 9:** There is a need to increase student achievement on STAAR where 76% or more students meet standard on the STAAR Math Summative. **Root Cause:** With Support, Teachers will implement the district required math curriculum, monitor student progress through data analysis, and adjust instruction accordingly.

**Problem Statement 10:** There is a need to increase Student Achievement on STAAR Reading where 70% or more students meet standard. **Root Cause:** With support, Teachers will implement the district required reading and writing curriculum, monitor student progress through data analysis, and adjust instruction accordingly so all students access the curriculum.

## Student Success

**Problem Statement 11:** More than half the students are reading below grade level based on the ISIP Data. There is a need to focus on Tier 1 instruction at the foundational grade levels to ensure student growth. **Root Cause:** ISIP Data was not used frequently to identify and address student learning gaps in reading.

**Problem Statement 12:** \*On average 29% of 3rd-5th grade students scored a zero on the constructed response task. **Root Cause:** Innovative strategies are needed to help students make connections across all content areas and where students write across all content areas.

**Problem Statement 15:** There is a need to increase student achievement in Science, where 75% of students or more approach standard. **Root Cause:** Current scientific instructional practices do not address the academic needs of students.

**Priority 2:** Human Capital

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

**Priority 2: Human Capital**

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

**Priority 2: Human Capital**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** The campus will develop and implement a rigorous professional development plan for all staff members.

**Progress Measure (Lead):** With the support of the Campus Instructional Specialist and the Instructional leadership team, a comprehensive professional development plan will be developed, reviewed weekly, and executed through on-the-job professional development opportunities and grade level PLCs.

With the support of the Campus Instructional Specialist and the Instructional leadership team, a comprehensive professional development plan will be developed, reviewed weekly, and executed through on-the-job professional development opportunities and grade level PLCs. PLC teams will study the standards to enhance teacher clarity.

The campus will increase instructional capacity of staff by attending professional development activities that focus on ELAR, ELPS, Math, Science, Social Studies, Interventions and Technology. The professional development will focus on brain-based learning, academic language, effective curriculum delivery, effective interventions, and cultural connections.

The campus technologist will provide professional, as needed, training on the use of technology to assist the reinforcement, enrichment, and expansion of student learning in the four core subjects during monthly staff meetings. The librarian will provide campus professional development on the use of online resources that support instruction and provide teachers with quarterly after school professional development during staff meetings.

\*Teachers will use half day PLCs to plan standards-based aligned instruction utilizing district designed processes to build teacher clarity about the TEKS, develop Gradual Release of Responsibility lessons and common assessments in reading, math, writing, and science. Teachers with 1-3 years of experience will attend monthly new teacher meetings. They will be provided with professional development by the campus instructional specialist or campus coach. Fund a .5 FTE Campus Instructional Specialist to ensure new teachers are provided with support.

**Outcome Measure (Lag):** Increase Student Achievement on STAAR Reading where 70% of students meet standard.

**Dates/Timeframes:** Weekly

**Collaborating Departments:** CIC/CIS/ADMIN/Counselors

**Problem Statements:** Student Success 10

**Funding Sources:** Salary to hire a CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.137.30.000 - \$72,926, Substitutes for Half Day PLCs - 211 - ESEA, Title I Part A - 211.13.6299.00.137.30.000 - \$2,927

**Goal 3 Problem Statements:**

**Student Success**

**Problem Statement 10:** There is a need to increase Student Achievement on STAAR Reading where 70% or more students meet standard. **Root Cause:** With support, Teachers will implement the district required reading and writing curriculum, monitor student progress through data analysis, and adjust instruction accordingly so all students access the curriculum.



**Priority 2: Human Capital**

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

<b>Key Strategic Action 1 Details</b>
<b>Key Strategic Action 1:</b> Campus Leadership will conduct regular classroom walk-through observations and coaching observations across all content areas to monitor the implementation of the PLC Unit Planning Process as it relates to instruction.
<b>Key Strategic Action 2 Details</b>
<b>Key Strategic Action 2:</b> In instructional leadership will meet weekly to calendar core leadership tasks (observations, debriefs, team meetings) , Review Attendance Data, Discipline data, Benchmark (CUA) Data, And Sub Population data. Next steps to include Staff meeting agendas and PLC Agendas will be derived from these weekly meetings.
<b>Key Strategic Action 3 Details</b>
<b>Key Strategic Action 3:</b> Annual Staff surveys will help provide leadership with feedback.
<b>Key Strategic Action 4 Details</b>
<b>Key Strategic Action 4:</b> Teachers will have the opportunity to take shared ownership of campus initiatives through participation on campus committees to include SBDM.

**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:** SBDM will meet 6 times a year to engage in the continuous improvement process.

**Progress Measure (Lead:** Through monthly scheduled meetings, our SBDM team will be provided a transparent view of campus goals and funding issues by being stakeholders in creating and monitoring campus goals and the allocation of campus funds. This includes adjusting the CIP as needed, completing formative and summative reviews.

**Outcome Measure (Lag):** Meet goals across all areas identified in the CIP

**Dates/Timeframes:** May 2025

**Staff Responsible for Monitoring:** Principal

**Collaborating Departments:** SBDM

**TEA Priorities:**

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

**- ESF Levers:**

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

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14 - Human Capital 1, 2, 3, 4, 5 - Financial Stewardship 2, 3, 4, 5, 6

## Key Strategic Action 2 Details

**Key Strategic Action 2:** The campus will meet state expectations for safety.

**Progress Measure (Lead):** Administrator will complete door checks daily and document on the online system.

Announcement team will provide a daily safety reminder to staff and students.

Emergency preparedness drills will be completed in compliance with district requirements.

Core Response Team will meet monthly to practice deescalation strategies and physical interventions.

Counselors will provide students access to small group and individual counseling as needed per MTSS Behavior Support and Intervention Plans.

Campus staff will engage students in Safety activities during safety week in October.

Bully prevention month will be celebrated in October.

In an effort to keep more students engaged, and minimize disruptive behaviors, the instructional leadership team will analyze discipline data on a weekly basis.

The RTI Committee (Teacher, CIS & SLES) will develop behavior intervention plans for students with multiple disciplinary incidents.

The counselors will provide professional development on bullying, child abuse, suicide, and trauma informed care, will be provided for and completed by all staff members.

HB 1942

**Outcome Measure (Lag):** Maintain 100 Percent compliance with safety procedures by 2025. Reduce the number of discipline referrals from 454 to 430 in 2025

**Dates/Timeframes:** June 2025

**Staff Responsible for Monitoring:** Assistant Principal over safety

**Collaborating Departments:** N/A

**ESF Levers:**

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

**Problem Statements:** Student Success 13

## Goal 1 Problem Statements:

### Student Success

**Problem Statement 1:** There is a need to develop student leadership opportunities that will reinforce workforce skills, such as communication, teamwork and interpersonal skills.

**Root Cause:** Because leadership opportunities are primarily staff or administrative led, students do not have an opportunity to develop their leadership skills and increase awareness of career opportunities

**Problem Statement 2:** There is a need to address systems for attendance as there were a total of 5813 student absences during the 2023-2024 school year and 31% chronic absenteeism.

**Root Cause:** The campus has not implemented proactive strategies to improve attendance rates.

**Problem Statement 3:** EB and SPED students scored lower than their peers more often than other sub-populations on STAAR in all subject areas. There's a need to focus efforts on providing SPED and EB services to students that focus on providing specialized supports in the Tier 1 setting (co-teaching, accommodations, differentiation and Language Supports).

**Root Cause:** The emphasis on tier 1 instruction often leaves out effective instructional practices and materials that benefit special populations.

**Problem Statement 4:** An average of 18.3% of students did not meet standard on Math CUAs across grades 2-5. **Root Cause:** PLCs did not have a clear focus around providing clarity of the standards, research based instructional strategies, and the district provided curriculum resources.

**Problem Statement 5:** An average of 14.6% of the students scored below the 20th Percentile on Achievement on MAP Reading Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.

**Problem Statement 6:** An average of 12% of the students scored below the 20th Percentile on Achievement on MAP Math Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.

## Student Success

**Problem Statement 7:** There is a need to concentrate efforts around the four language domains with particular emphasis on the speaking and reading dimensions in order to decrease the number of students scoring Beginner or Intermediate from 38% to 20%. **Root Cause:** Professional Development and PLCs that focused on the 4 language domains were not intentionally planned for in the campus Professional Development Plan.

**Problem Statement 9:** There is a need to increase student achievement on STAAR where 76% or more students meet standard on the STAAR Math Summative. **Root Cause:** With Support, Teachers will implement the district required math curriculum, monitor student progress through data analysis, and adjust instruction accordingly.

**Problem Statement 10:** There is a need to increase Student Achievement on STAAR Reading where 70% or more students meet standard. **Root Cause:** With support, Teachers will implement the district required reading and writing curriculum, monitor student progress through data analysis, and adjust instruction accordingly so all students access the curriculum.

**Problem Statement 11:** More than half the students are reading below grade level based on the ISIP Data. There is a need to focus on Tier 1 instruction at the foundational grade levels to ensure student growth. **Root Cause:** ISIP Data was not used frequently to identify and address student learning gaps in reading.

**Problem Statement 12:** \*On average 29% of 3rd-5th grade students scored a zero on the constructed response task. **Root Cause:** Innovative strategies are needed to help students make connections across all content areas and where students write across all content areas.

**Problem Statement 13:** There were a total of 454 discipline incidents with the majority of incidents being assaults by contact or threat. There is a need to decrease discipline incidents on campus through preventative strategies. **Root Cause:** Currents strategies do not build significant student to student and student to staff relationships to make a significant impact on student discipline.

**Problem Statement 14:** An average of 33% of GT students scored Masters on STAAR Reading and Math Combined. **Root Cause:** Innovative strategies are needed to meet the needs of Gifted Students.

## Human Capital

**Problem Statement 1:** Other staff such as crossing guards and aides may not feel they have regular opportunities to give and receive feedback. **Root Cause:** The campus needs to provide space for all staff to give and receive feedback.

**Problem Statement 2:** The campus has difficulty retaining a full aide staff. **Root Cause:** The campus needs to provide clarity of expectations to the aides through regular training.

**Problem Statement 3:** The campus assistant principals are rarely available to join PLCs. **Root Cause:** Campus assistant principals are regularly pulled away for discipline issues.

**Problem Statement 4:** Only 75% of staff members responded with "I am comfortable voicing my ideas and opinions, even if they are different from others." in the staff engagement survey. **Root Cause:** The campus needs to improve the environment where staff feel comfortable sharing ideas and opinions and recognizing staff.

**Problem Statement 5:** There is a need to concentrate efforts around the four language domains with particular emphasis on the speaking and reading dimensions in order to decrease the number of students scoring Beginner or Intermediate from 38% to 20%. **Root Cause:** Professional Development and PLCs that focused on the 4 language domains were not intentionally planned for in the campus Professional Development Plan.

## Financial Stewardship

**Problem Statement 2:** SBDM committee meetings are not well attended by off-campus District representatives, Parents, and Community members. **Root Cause:** The campus has not communicated with these stakeholders the value of their attendance in input.

**Problem Statement 3:** We do not have a PTA to encourage more family and volunteer engagement. **Root Cause:** The campus can develop a system of engagement for adult volunteers and adult visitors to foster connections.

**Problem Statement 4:** There continues to be a struggle to engage parents in the data gathering and analyzing processes. **Root Cause:** The campus must try new avenues to recruit parents participation.

**Problem Statement 5:** Few parents actively participate in Title 1 parent engagement meetings. **Root Cause:** The campus has not communicated clearly with stakeholders the value of their attendance and input. The campus must try new avenues to recruit parents participation.

## Financial Stewardship

**Problem Statement 6:** There is a need to address systems for attendance as there were a total of 5813 student absences during the 2023-2024 school year and 31% chronic absenteeism. **Root Cause:** The campus has not implemented proactive strategies to improve attendance rates.

**Priority 3: Financial Stewardship**

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

**Priority 3: Financial Stewardship**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** The campus will make concerted efforts around increasing parent engagement.

**Progress Measure (Lead):** \*The campus Parent Liaison will assist in coordinating/managing/presenting volunteer participation and engagement opportunities to all parents and school community.

\* The parent liaison will host Volunteer Orientation Meetings twice a month.

\* The parent liaison will collaborate with our Adopt-A-Unit to coordinate events.

\* The parent liaison will collaborate with the counseling department to coordinate Career day activities.

\* The parent liaison will create a monthly parent message to be included in the Monthly Principal Newsletter.

\*The Parent liaison will organize parent trainings to support parents in helping their students with behavior, literacy, and math.

\*The Parent Liaison will assist with recruiting parents for SBDM and providing them with reminders of meetings.

\*The Parent Liaison will provide volunteers with certificates for completing the Volunteer orientation and for their participation in campus events.

\* The Principal will encourage 100% attendance at parent/teacher conferences and family engagement opportunities. This is done through phone calls, mass-com calls, and flyers. 100% participation is also stressed during the Title I parent awareness meeting.

\* Parent/teacher conferences will be held face to face, with rare instances where parents participate via zoom. The Home School Compact will be reviewed and shared with parents at this time.

\*The campus will host a grade level information night where. Parents will be provided with information about their child's grade level expectations, available resources and study strategies for use at home.

\*The parent involvement policy and home school compact will be distributed.

\*Campus staff will hold the required Title 1 meetings at varied times of the day and include opportunities for parents to participate via ZOOM and in the evenings. Communication of these meetings will go through various methods.

**Outcome Measure (Lag):** Increase parent involvement and volunteer hours.

**Dates/Timeframes:** May 2025

**Staff Responsible for Monitoring:** Parent Liaison

**Collaborating Departments:** counseling

**Problem Statements:** Financial Stewardship 2, 3, 4, 5

**Funding Sources:** Fund a full time Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.137.30.000 - \$34,501, Supplies for Parenting Events/Training/Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.137.24.PAR - \$300, Snacks to encourage parent attendance at Parenting Events/ Title 1 required meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.137.24.PAR - \$300

### Key Strategic Action 2 Details

**Key Strategic Action 2:** The campus will deliver instruction and plan activities that develop early literacy skills for 2, 3 and 4 year old children and their parents in our weekly Cheetah Cub Club.

**Progress Measure (Lead):** The Parent Liaison will plan and deliver lessons for our cheetah cub club.  
The Parent Liaison will provide snacks to students.

**Outcome Measure (Lag):** These students will come to school more prepared than their peers in the areas of literacy.

**Dates/Timeframes:** May 2025

**Staff Responsible for Monitoring:** Parent Liaison

**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 3, 5, 10 - Financial Stewardship 3

**Funding Sources:** Instructional Supplies for Early Literacy Club - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.137.24.PAR - \$762, Snacks for Early Literacy Club - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.137.24.PAR - \$300

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 3:** EB and SPED students scored lower than their peers more often than other sub-populations on STAAR in all subject areas. There's a need to focus efforts on providing SPED and EB services to students that focus on providing specialized supports in the Tier 1 setting (co-teaching, accommodations, differentiation and Language Supports). **Root Cause:** The emphasis on tier 1 instruction often leaves out effective instructional practices and materials that benefit special populations.

**Problem Statement 5:** An average of 14.6% of the students scored below the 20th Percentile on Achievement on MAP Reading Benchmark. **Root Cause:** Research based instructional strategies through intervention programs were not monitored through the PLC and RTI process.

**Problem Statement 10:** There is a need to increase Student Achievement on STAAR Reading where 70% or more students meet standard. **Root Cause:** With support, Teachers will implement the district required reading and writing curriculum, monitor student progress through data analysis, and adjust instruction accordingly so all students access the curriculum.

#### Financial Stewardship

**Problem Statement 2:** SBDM committee meetings are not well attended by off-campus District representatives, Parents, and Community members. **Root Cause:** The campus has not communicated with these stakeholders the value of their attendance in input.

**Problem Statement 3:** We do not have a PTA to encourage more family and volunteer engagement. **Root Cause:** The campus can develop a system of engagement for adult volunteers and adult visitors to foster connections.

**Problem Statement 4:** There continues to be a struggle to engage parents in the data gathering and analyzing processes. **Root Cause:** The campus must try new avenues to recruit parents participation.

**Problem Statement 5:** Few parents actively participate in Title 1 parent engagement meetings. **Root Cause:** The campus has not communicated clearly with stakeholders the value of their attendance and input. The campus must try new avenues to recruit parents participation.



**Priority 3:** Financial Stewardship

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