

2025-26 Campus Improvement Plan

Accountability Rating: Acceptable

School Name	Jourdanton Early Childhood Center
Address	200 Zanderson Ave Jourdanton, TX 78026
School ID	007902
District Name	Jourdanton ISD
Superintendent	Dr. Tracy Canter
Date of School Board Approval	

2025-26 Campus Educational Improvement Committee Members

Name	Position	Committee Role
Leah Morales	PK Teacher	Member
Diana Calvillo	Kindergarten Teacher	Member
Martha Gonzalez	1st Grade Teacher	Member
Louise Hicks	Counselor	Member
Joshua Miller	Asst. Principal	Administrator
Shelly Lingo	Principal	Administrator
Angelica Gonzales	Teacher Assistant	Member
Kathryn Royal	Parent	Member
Melinda Ruiz	Business Owner	Member

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Mission Statement

To provide a high quality education environment that promotes excellence, builds responsibility, and creates life-long learners so that all students are prepared to be contributing adults in a diverse and ever-changing society.

District Goal

Jourdanton Independent School District - dedicated to be the BEST in Texas

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Improve instruction across the campus in all subject areas with emphasis on Reading to increase literacy skills;

improve instruction across the campus in all subject areas including Special Education and all sub-groups;

identify and provide support/intervention for students who are at risk;

provide a safe learning environment that promotes kindness and compassion;

utilize and implement data through RTI to drive instruction and interventions;

continue to grow the parent and community involvement in our school activities;

improve upon the program for Gifted and Talented students giving them more opportunities for exploration; and

provide a well rounded education through art, music, and technology

Demographics

Overall Summary

Summary of Strengths

What were the identified strengths?

Summary of Needs

What were the identified needs?

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Student Achievement

Overall Summary

Summary of Strengths

What were the identified strengths?

Teachers are actively participating in curriculum training

Summary of Needs

What were the identified needs?

Stronger Tier 1 curriculum for reading and math

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Identifying and providing support for struggling students through the RTI process

School Culture and Climate**Overall Summary****Summary of Strengths**

What were the identified strengths?

Recognizing students and staff

Summary of Needs

What were the identified needs?

Attendance incentives by grade level, weekly and each six weeks

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Staff Quality/Professional Development**Overall Summary****Summary of Strengths**

What were the identified strengths?

Teachers are actively participating in professional development for the new curriculum.

Summary of Needs

What were the identified needs?

Teachers identifying areas of growth for themselves

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Making sure that the appropriate materials are provided for the new curriculum in reading and math.

Curriculum, Instruction, Assessment

Overall Summary

Summary of Strengths

What were the identified strengths?

We began using MAP testing to assess students and track their growth.

Summary of Needs

What were the identified needs?

Teachers need more training in disaggregating the reports from MAP.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Family and Community Involvement

Overall Summary

Summary of Strengths

What were the identified strengths?

We have parents that want to be involved in school activities.

Summary of Needs

What were the identified needs?

We need to grow our parent volunteer group.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Including parents in school activities and utilizing volunteers

School Context and Organization

Overall Summary

Summary of Strengths

What were the identified strengths?

Summary of Needs

What were the identified needs?

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Technology

Overall Summary

Summary of Strengths

What were the identified strengths?

We have 1:1 Chromebooks for students in grades K-1

Summary of Needs

What were the identified needs?

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Technology is used to enhance learning and help students build skills.

Processes & Programs

Overall Summary

Summary of Strengths

What were the identified strengths?

Processes are in place for all systems

Summary of Needs

What were the identified needs?

Continue to assess how systems are working and change processes as necessary.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Perceptions**Overall Summary****Summary of Strengths**

What were the identified strengths?

Summary of Needs

What were the identified needs?

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Additional Information

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2021-22		2022-23		2023-24	
Early Education	2	0.70%	2	.7%	6	2.20%
Pre-Kindergarten	58	19.20%	53	19.3%	53	19.10%
Kindergarten	108	35.80%	109	39.8%	109	39.20%
Grade 1	134	44.40%	110	40.1%	110	39.60%
Grade 2		%		%	0	0.00%
Grade 3		%		%	0	0.00%
Grade 4		%		%	0	0.00%
Grade 5		%		%	0	0.00%
Grade 6		%		%	0	0.00%
Grade 7		%		%	0	0.00%
Grade 8		%		%	0	0.00%
Grade 9		%		%	0	0.00%
Grade 10		%		%	0	0.00%
Grade 11		%		%	0	0.00%
Grade 12		%		%	0	0.00%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2021-22		2022-23		2023-24	
All Students	302	100%	274	100%	278	100%
American Indian or Alaska Native	2	0.70%	0	0%	0	0.00%
Asian	1	0.30%	2	.7%	2	0.70%
Black or African American	1	0.30%	1	0.4%	1	0.40%
Hispanic/Latino	190	62.90%	161	58.8%	164	59.00%
Native Hawaiian/Other Pacific		%		%	0	0.00%
Two or More Races	3	1.00%	4	1.5%	4	1.40%
White	105	34.80%	106	38.7%	107	38.50%
Economically Disadvantaged	206	68.20%	164	59.9%	166	59.70%
At-Risk	95	31.50%	79	28.8%	79	28.40%
Special Education	2	0.70%	24	8.8%	7	2.50%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2020-21	2021-22	2022-23

Annual Dropout Rate

Student Group	Grade Level	2020-21	2021-22	2022-23
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Annual and Total Graduates

Annual Graduates						
Subgroup	2020-21		2021-22		2022-23	
All Students		100%		100%		100%

Total Graduates (All Students)						
Graduate Type	20-21		21-22		22-23	
Recommended High School Program/ Distinguished Achievement Program		%		%		%
Foundation High School Program (Distinguished Levels of Achievement)		%		%		%
Foundation High School Program (Endorsement)		%		%		%
Foundation High School Program (No Endorsement)		%		%		%
Minimum High School Program		%		%		%

Reading

2022-23 Reading STAAR Results

English I

2022-23 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2023-24 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

English II

2022-23 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2023-24 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Mathematics

2022-23 Mathematics STAAR Results

Algebra I

2022-23 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2023-24 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Science

2022-23 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2023-24 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2024-25 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology

2022-23 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2023-24 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies

2022-23 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2023-24 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2024-25 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

2022-23 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2023-24 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1: ELAR

Strategic Priorities:

Provide a high quality curriculum for students

Need:

Improve instruction across the ECC campus in Reading and Writing by providing a strong tier 1 curriculum

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being exposed to rigorous instruction.

Campus Performance Objective:

100% of students will be performing on grade level at the end of the school year.

Area of Emphasis: Academic Performance - ELAR

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Teachers will utilize technology in the classroom to supplement reading curriculum and classroom activities.	Local, Title I Funds	All Classroom Teachers PreK-1st Grade, Admin, curriculum coaches	Sept, Dec/Jan, April/May	BOY, MOY, EOY, Pre-K-Circle; K-M-CLASS, MAP, 1-TPRI, MAP
Teachers will use a variety of resources including but not limited to state adopted materials, SAVVAS, other resources that meet the depth and rigor of the TEKS.	State adopted textbooks, Web based programs: TPRI, Sadlier Phonics, Handwriting Without Tears, Learning A-Z, SAVVAS, and training from CEN	Pre-K-1st grade teachers, Admin, curriculum coaches	August-May	Pk-Circle; K-M-CLASS, MAP, 1-TPRI, MAP; PK-1 Report Cards, Progress reports

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Literacy Centers/Stations/Intense Phonics in the classroom to enhance reading TEKS instruction and encourage cooperative, interactive, and hands-on learning opportunities for students.	Grade level lesson planning; PLC meetings, Title 1 Funds; Teacher Created Resource Materials	Pre-K-1st Grade teachers, curriculum coaches	August-May	Report Cards, Progress Reports
Pre-K-1st grade students will have the opportunity to benefit from in-school enrichment instruction designed to target student's individual needs	Title 1 and Local Funds, Sadlier Phonics, Reading A-Z	Teachers, Teacher Assistants, Parents	August-May; Weekly PLC meetings	EOY reading level, Report Card grades, Progress reports

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Implement professional development through outside consultant (Reading Academy, CEN, AVID)	Local Funds	Staff, Asst. Superintendent	Aug-May, Weekly PLC meetings	EOY Reading levels, TPRI/M-CLASS/MAP/Circle Report Cards, Progress Reports

Goal 2: Math

Strategic Priorities:

Strategic Priorities: Provide a high quality curriculum for all students

Need:

Need: Improve instruction across the ECC campus in Math by providing a rigorous curriculum

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being exposed to rigorous instruction

Campus Performance Objective:

100% of students will be performing on grade level by the end of the school year.

Area of Emphasis: Academic Performance - Math

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Implement Bluebonnet Math in K-1st grades.	Bluebonnet math curriculum, Title 1 Funds	K-1st Grade Teachers, curriculum coaches	Aug-May	Unit assessments from Bluebonnet Report Card grades, Progress Reports MAP Results, Benchmark Assessments
Teachers will administer Bluebonnet Math Assessments to track student progress/mastery of Math TEKS objectives, analyze the data to determine the needs of at-risk students and make adjustments to instruction for individual students based on data analysis.	State adoption materials- Bluebonnet MAP CEN	K-1st Grade Teachers, curriculum coaches	August - May	Unit Assessments Benchmark Results MAP Math Results Report Card grades, Progress reports
Administration of a Universal	MAP Testing, CIRCLE	Campus Administrators	August - May	MAP, CIRCLE

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Math Screener at BOY for PreK-1st for identification of students in need of early intervention		PreK-1st teachers, curriculum coaches		
Provide optional extended day/year services to PreK-1st grade students who do not meet minimum expectations on the Math test by following an accelerated instruction plan created by the grade placement committee.	Local Funds	Campus Administrators Summer School Staff, Parents	May-June	Successful Completion of Summer School or accelerated instruction based on math test or local developed assessment Promotion/Retention

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Implement professional development through outside consultant (AVID, CEN)	Local Funds	All Staff, Asst. Superintendent	Aug-May, Weekly PLC meetings	EOY Math levels, Circle, MAP, Report Cards, Progress reports

Goal 3: Academic Performance-Social Studies

Strategic Priorities:

Strategic Priorities: Provide a high quality curriculum for students.

Need:

Need: Improve instruction across the ECC campus in social studies by providing a rigorous curriculum.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being exposed to rigorous instruction.

Campus Performance Objective:

Area of Emphasis: Academic Performance - Social Studies

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Continue implementing the state adopted Studies Weekly Social Studies program through the use of Consumable Curriculum materials in K-1st grades.	TEKS curriculum, Social Studies Weekly	Classroom Teachers Teacher Assistants, curriculum coaches	Aug-May	Report cards, progress reports, TEKS Ready BOY, EOY
Teachers will administer Social Studies Weekly Curriculum assessments to track student progress/mastery of Social Studies TEKS objectives, analyze the data to determine the needs of at-risk students and make adjustments to instruction for individual students based on data analysis.	TEKS curriculum Social Studies Weekly	PreK-1st grade Teachers, curriculum coaches	Aug-May	Teacher observation and evaluation Student work samples, TEKS Ready BOY, EOY

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Weekly PLC meetings	Local Funds	PreK-1st Teachers	Weekly PLC meetings	Sign-in sheets, Report Cards, Progress Reports

Goal 4: Science

Strategic Priorities:

Strategic Priorities: Provide a high quality educational environment that promotes excellence for all students.

Need:

Need: Improve instruction across the ECC campus in Science by providing a coaching model for teachers to grow in their delivery of content and classroom management.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being expected to meet educational performance standards.

Campus Performance Objective:

Area of Emphasis: Academic Performance - Science

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Continue using Science adoption-Science SAVVAS with grade level specific resources to increase student's mastery of grade level TEKS.	Promethean boards TEKS Resource, local funds	K-1st grade Classroom teachers, curriculum coaches	Aug-May	Report Card grades, Progress reports Unit Assessments BOY, MOY, EOY TEKS Ready BOY, EOY
Provide hands-on opportunities for students to gain a better understanding of Science concepts.	Promethean boards Classroom resources	PreK-1st grade Classroom teachers, curriculum coaches	Aug-May	Report Card grades Unit Assessments BOY, MOY, EOY, TEKS Ready BOY, EOY

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Implement professional development through outside consultant	Local Funds	Classroom Teachers	Aug-May, Weekly PLC meetings	Report Card grades

Goal 5: Other Special Programs-Gifted/Talented, Dyslexia, 504, ESL

Strategic Priorities:

Strategic Priorities: Effectively and appropriately capitalize on instructional resources that enhance the learning environment and improve campus effectiveness

Need:

Need: Provide opportunities for students to receive GT enrichment, Dyslexia, 504 and ESL services through differentiated instruction

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being expected to meet educational performance standards.

Campus Performance Objective:

Area of Emphasis: Other Special Programs-Gifted and Talented, Dyslexia, 504, ESL

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide curriculum enrichment for identified Gifted and Talented students through differentiated instruction for K-1st grades, adding identified Kinder-students after Spring identification.	ESC CO-OP	K-1st grade Classroom Teachers	Aug-Feb	Lesson Plans
Regular classroom teachers of Gifted and Talented students are expected to complete the 30 hour block of Gifted and Talented training and 6 hours training annually and are required to provide differentiated instruction of the core areas.	Local Funds	Gifted and Talented Certified Teachers (PK-1st)	Aug-May	Certificate of Completion of Gifted and Talented hours

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide Gifted and Talented students with opportunities to work together as a group, cooperatively with Gifted and Talented students and independently throughout the school year in the regular classroom settings.	Local Funds	K-1st grade Classroom Teachers	Aug-May	Program Evaluation GT Pullout
Testing for identification of GT will take place in the Fall for 1st Grade and in the Spring for Kinder.	Local Funds, COGAT, IOWA, Torrance, Gates	Counselor, CCMR	Fall and Spring	Program Evaluation
Provide Dyslexia screening for students referred by RTI	KBIT, WRMT-III, CTOPP, GORT, TWS	Trained personnel, Interventionist	Aug-May	Dyslexia Screening results
Provide opportunities for targeted students to attend intervention programs as needed.	Reading By Design-training and materials provided through ESC Region 20	Trained personnel, Interventionist	Aug-May	Progress Monitoring of Intervention, Progress Reports, Report Card grades
Teacher/counselor/parent will request an RTI meeting prior to recommending student for 504 services.	RTI forms, 504 plan, parent information, sample of student work	teacher/counselor/parent/administration	Aug-May	504 plan, alternate intervention programs/strategies
Teacher will implement accommodations required by the 504 plan.	504 plan accommodations	all staff	Aug-May	504 plan accommodations, teacher receipt of accommodations
District provide parents with policy, procedures and rights materials annually or at each meeting	504 policy, rights, procedures	all staff, parents	Aug-May	signature pages
Parent language surveys is taken at time of enrollment to identify ESL students	Parent Language Survey	registrar/secretary, ESL coordinator, admin	Aug-May	Parent Language Survey
ESL curriculum materials are provided for classroom instruction with an ESL teacher	ESL curriculum, IXL	classroom/ESL teacher	Aug-May	ESL Curriculum, IXL data

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
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Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
All instructional staff servicing GT students are required to have a minimum of 30 hours of GT training with a 6 hour minimum update annually	ESC COOP Online training	Principal/Teachers	Aug-May	Sign-in sheets Certificate of Completion
Provide opportunities for staff development specifically related to Dyslexia and Reading By Design	Reading By Design-training and materials provided through ESC Region 20.	Interventionist	Aug-May	Sign-in sheets Certificate of completion
Staff is trained in the procedures and guidelines of 504.	504 district guidelines	counselor, all staff	August In-Service	In-service sign in sheets
ESL/LPAC training	ESC Region 20; on campus facilitator	ESL/LPAC coordinator, staff	1st semester	In-service sign in sheets, certification of completion

Goal 6: Healthy Living

Strategic Priorities:

Provide a high quality educational environment that promotes excellence in all students.

Need:

Provide students with information on physical education and health.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being expected to meet educational performance standards.

Campus Performance Objective:

Area of Emphasis: Physical activity and health

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
To provide opportunity during regular P.E. class time to learn and participate in skills to promote and achieve lifetime physical activity.	Appropriate sports equipment Local funds	PE Teachers/Aides	Aug-May	Ongoing physical fitness
To provide students with educational health information to promote awareness to achieve a lifelong healthy lifestyle.	Local and State Funds Catch Health Curriculum	PE Teachers/Aides	Aug-May	Ongoing physical fitness
The District shall share educational nutrition information	Food Services program	Food Services director	Aug-May	Student/Parent Survey

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
with families and the general public to promote healthy nutrition choices and positively influence the health of students				

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunity continuing professional development for PE teachers/aides in the areas of physical education and health	Local and State Funds Catch Health Curriculum Region 20	PE Teachers/Aides, SHAC committee	Aug-July	Ongoing physical fitness

Goal 7: Special Education

Strategic Priorities:

Provide a high quality education that enables all students to access the general education curriculum.

Need:

Special education students receive the same educational opportunities as general education students.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of special education students IEP's will be implemented with fidelity

Campus Performance Objective:

Area of Emphasis: Annual growth measures

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Teachers will collaborate with Special Education Teachers to prepare student IEP's based on TEKS which align with assessment instruments.	Grade level TEKS, Lesson Plans, Curriculum Assessment Tools	Special Education and Regular Classroom Teacher	Aug-May	Results on IEP specified assessments, Communication log
Comply with requirements for following timelines related to re-evaluation packets on Special Education students. Provide parents of special education students with policies, procedures and rights materials.	state and federal required forms	Special Education , Teacher, Counselor, CO-OP, Principal	Aug-May	IEP meeting minutes reflecting proper procedures and timelines followed

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide Dyslexia screening for students referred by RTI.	KBIT, WRMT-III, CTOPP, GORT, TWS	Trained personnel, Interventionist	Aug-May	Dyslexia Screening Results
Implementation of in class support settings when appropriate based on student IEP.	In class support training/prof dev	General and Special Education Teachers Campus Administrators	Aug-May	Performance on local assessments, goal attainment
All General Ed, Sped, and Teacher Assistants will attend documentation training.	Sped CO-OP	Campus Admin, CO-OP	Aug	Documentation records, IEP goals and objectives, progress
Provide 1:1 technology devices for ECSE students.	District funds, Special Education funds, Campus funds	Director of Technology and Campus Administrator	Aug	Report cards, progress reports and student evaluation data
Provide opportunities for targeted students to attend intervention programs as needed.	Reading By Design-training and materials provided through ESC Region 20	Trained personnel, Interventionist	Aug-May	Progress Monitoring of Intervention, Progress Reports, Report Card grades

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide staff development regarding special educational procedures, polices, laws, and documentation	AMCC, Local Funds, Region 20, On-line	Sped Teachers, Paraprofessionals	August - May	Report cards, progress report, student data, sign-sheets, certificates
Provide opportunities for staff development specifically related to Dyslexia and Reading By Design	Reading By Design-training and materials provided through ESC Region 20	Interventionist	August-May	Sign-in sheets, Certificate of completion

Goal 8: Career and Technology Education

Strategic Priorities:

Strategic Priorities: Provide a high quality educational environment that promotes excellence for all students

Need:

Need: Emphasize the integration of technology into the instructional process

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being expected to meet educational performance standards.

Campus Performance Objective:

Area of Emphasis: Career and Technology Education- Technology

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities for students to use technology to learn skills in Keyboarding	Keyboarding program	Campus Technology Assistant K-5 Classroom Teachers, Computers (Specials)	Aug-May	Student work Technology TEKS
Provide opportunities for students to use technology to complete skill-based lessons and assessments in Language Arts, Math, Science and Social Studies	IMA Funds/Local Funds, Learning A-Z, TPRI	PK-1st grade Classroom Teachers	Aug-May	Student work Report Cards, Progress reports
Provide opportunities and resources for staff to use technology equipment to enhance classroom lessons	Local Funds Interactive White Boards Student work stations Promethean Boards	Technology Director PK-1st grade Classroom Teachers	August - May	Lesson Plans Student product

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities for staff development specifically related to instructional technology (i.e., Interactive Boards)	District Tech Dept Region 20	PK-1st grade Classroom Teachers/Aides	Aug	Teacher application in classroom

Goal 9: Safe and Drug Free Campus

Strategic Priorities:

Strategic Priorities: Maintain a safe, orderly, respectful and drug-free environment.

Need:

Need: Provide a safe, orderly and respectful learning environment for all students.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

Campus Goal: Provide a safe and drug free environment in which learning and extra-curricular activities can take place.

Campus Performance Objective:

Area of Emphasis: Safe and Drug Free Campus

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Continue providing character education/anti-bullying strategies in grades PK-1st through components of Harmony Academy Learning	Local Funds Harmony Academy Learning lesson plans	Counselor, PK-1st grades Teacher Admin and all campus level support staff	Sept-May	Decrease number of discipline referrals
Recognize and celebrate Red Ribbon Week through a variety of activities/assemblies.	Local Funds Character Ed lesson plans	District Counseling Staff, Campus Staff	Oct	Program Evaluation
Contact parents/guardians regarding formal discipline referrals.	Phone Logs	Pk-1st grade Classroom Teachers Administrators	August - May	Behavior charts/logs Discipline referrals Parent conferences
Involve students in creating classroom rules and behavior	Student handbook and Code of Conduct	Pk-1st grade Classroom Teachers Administrators	Aug	Decrease number of discipline referrals, Classroom observations,

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
expectations.				behavior charts/logs
Recognize "star students" each week .	Certificates Incentive rewards Local Funds	Administrators, counselors, Teachers, Support Staff	Aug-May	Decrease number of discipline referrals, Classroom observations, behavior charts/logs

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities for staff development specifically related to safe and drug free campuses.	Red Ribbon Week, Online, Reg 20, Local PD/Sheriff	Administrators, counselors, Teachers, Support Staff	Aug-May	Decrease number of discipline referrals, classroom observations, behavior charts/logs

Goal 10: Suicide Prevention

Strategic Priorities:

Strategic Priorities: Effectively and appropriately capitalize on instructional resources that enhance the learning environment and improve campus effectiveness

Need:

Need: Provide opportunities for students to receive education and support to prevent suicide.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100 % of students will achieve their educational potential by being expected to meet educational performance standards.

Campus Performance Objective:

Area of Emphasis: Suicide Prevention

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Off campus assistance from local and governmental agencies	local funds, counselor	Connections, Atascosa Health Clinic, MHMR	August - May	Better informed decision making, No suicides
Teachers, students, and/or parents will request individualized or small group counseling for students	Local funds, Counselor, MHMR (Camino Real), AMCC (GPS), MCOT, Parents	Teachers, counselor, parents, student	August - May	Prevent suicides, maintain student mental health
Implementation of Harmony Learning	Local funds	Counselor	August - May	Less counseling referrals and increased positive student morale.

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
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Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities for staff development specifically related to Mental Health and Suicide.	ESC Region 20	All campus staff	August - May	Sign-in sheets Certificate of completion

Goal 11: Anti-Bullying

Strategic Priorities:

Strategic Priorities: Maintain a safe, orderly, respectful educational environment

Need:

Need: Provide a safe, orderly and respectful learning environment for all students.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will be taught strategies to deal with difficult situations, and will contribute to a kind and respectful environment.

Campus Performance Objective:

Reduce discipline referrals and bullying incidents

Area of Emphasis: Anti-Bullying

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Continue providing character education/anti-bullying strategies in grades PK-1st through components of Harmony Learning	Local Funds Harmony Learning lesson plans	Counselor, PK-1st Teachers Admin and all campus level support staff	Aug-May	Decrease number of conflicts and bullying reports.
Bullying report form on District website	local funds	technology director, administration	Aug-May	Bullying reports

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities for staff development specifically related to Anti-Bullying	Counselors, ESC Region 20	Administrators, counselors, Teachers, Support Staff	Aug-May	Decreased bullying incidents

Goal 12: Attendance

Strategic Priorities:

Strategic Priorities: Provide a high quality educational environment that encourages students to attend school.

Need:

Need: Provide opportunity for students to meet the state compulsory attendance requirements.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will maintain 96% attendance throughout the school year.

Campus Performance Objective:

Provide incentives throughout the year that acknowledge students who maintain a 96% or better attendance rate.

Area of Emphasis: Attendance

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Attendance activities implemented school-wide: a. Announce classes with perfect attendance each six weeks. b. Provide class/student incentives for perfect attendance each six weeks. c. Student perfect attendance awards per six weeks, and year.	Local Funds	Campus Secretary, Administrators, Counselors	Aug-May	Daily/Weekly six weeks attendance documentation, Increase in average attendance rate for the year
Daily phone contact and/or home visits to parents of children absent and/or with consecutive absences.	Local Funds	Call out system, Administrators, School Resource Officer	Aug-May	Dated phone log, Year end attendance report, daily attendance records
Follow up contact with parents of children who are habitually	Local Funds	Classroom teachers, Counselors, Administrators	Aug-May	Parent contact sheet, Year End attendance, Daily attendance

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
absent by phone, mail, conference and/or home visit. Inform parents of compulsory attendance laws.				records, Certified letters to parents
Lunch detention assigned to student on the 5th tardy and each subsequent tardy per 6 weeks.	Local Funds	Administrators	Aug-May	Decrease tardies per 6 weeks. Increase in average daily attendance rate for the year Parent contact on 3rd tardy by teacher.
Enforce district policy to assign make-up time for every excused/unexcused absence exceeding 9 absences per semester and create an Attendance BIP.	Local Funds	Administrators	Aug-May	Increase in average daily attendance rate for the year, Daily attendance records and contact after the 5th, 7th, and 9th absence
File truancy court proceedings against students/parents for excessive absences for students over the age of 10.	Justice of Peace, 4th Court Atascosa County	Campus Secretary, Administrators	Aug-May	Truancy case file court ordered student attendance criteria, EOY attendance, Student attendance records, parent contacts
Counsel families and students whose attendance falls below 90%.	Local Funds	Counselors	Aug-May	Average attendance rate for the school year, counselor referrals
Recognize and provide incentives for the class with the highest weekly attendance in each grade level.	Local Funds	Administrators	Weekly	Daily attendance reports

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities for staff development specifically related to attendance.	Region 20	Administrators, PEIMS coordinator, Counselors	Fall	Certificate of Completion

Goal 13: Parent Involvement

Strategic Priorities:

Provide opportunities to work in partnership by supporting district, campus, and community goals.

Need:

Need: Provide opportunity for parents to be engaged in the learning of their students.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

To offer opportunities for parents to be involved and increase communication between the school and the parents.

Campus Performance Objective:

Invite parents to participate in events and to volunteer

Area of Emphasis: Parental Involvement

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities for parents and community members to volunteer to assist with literacy, classroom projects, field days, Fall festival, etc.	Communication awareness of campus activities through newsletters, parent/volunteer room to meet and organize activities, notes home, newspaper, phone calls, etc. Marquee, email, dist call out, dist/campus website	Staff, Volunteers	Aug-May	Newspaper articles, parent sign-in sheet, required criminal background check on prospective volunteers, and campus website
Encourage parents to participate in the Title 1 School/Parent Compact.	Title 1 School Compact Agreement Form	Parents	Aug	Signed Compact Agreements, Parent/Teacher Conferences
Provide Orientation/Meet the Teacher dates to give parents the opportunity to meet their child's	Newspaper announcements, mailouts, messages via the dist call out, dist website, campus	All classroom teachers Pre-K-1st Principals	August	Sign-in attendance sheets from Meet the Teacher night

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
teacher and obtain information regarding the upcoming year (Pre-K-1st)	website, marquee			
Parent/Teacher conferences to discuss student strengths, weaknesses, concerns, etc.	Student work samples, Progress reports, Assessments	All classroom teachers Pre-K-1st	Aug-May	Documentation in writing of every parent conference/contact
Extend a public invitation for parents and community to attend Open House activities.	Communication through newsletter, notes home, newspaper, phone calls, etc. Marquee, email, district/campus call out, district/campus website,	All teachers/staff, Principals	Spring	Sign-in attendance sheets
Host a fall and Spring Book fair to encourage family members to purchase quality reading materials to promote reading with their children.	Book fairs flyers sent home, district/campus website, and marquees, call-outs	Principals, Counselors, teachers, Teacher assistants, Book fair coordinator	Fall and Spring dates	Parent sign-in sheets
Invite parents and community to EOY academic assemblies to share in recognition of student achievement. Invite public to attend specials events/activities such as Fall festival, Veteran's Day program, GT Showcase, etc.	No Cost, Notices sent home, Area businesses contributions, Parent contributions, Parent volunteers	Principals, Counselors, Teachers	Fall and Spring	Parent sign-in sheets
Pre-K and Kinder transition activities to include open invitation for all incoming Pre-k and Kinder students.	No Cost	Pre-K and Kinder teachers	May-July	New student registration, parent sign-in sheets

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide continuing professional development for administrators	TEPSA	Administrators	June	Increase in parent volunteers

Goal 14: Social Emotional Learning

Strategic Priorities:

Maintain a safe, orderly and respectful educational environment

Need:

Provide opportunity for students to receive an education to support Social Emotional Learning.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

To provide a safe atmosphere in which learning and extracurricular activities can take place.

Campus Performance Objective:

Calendar of Harmony Learning counseling lessons

Area of Emphasis: Social Emotional Learning

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
increase partnerships and improve communication strategies to promote a positive learning climate.	weekly class activity calendar, one time a 6 wks. newsletter, callout systems	Counselors, teachers, administrators	Aug-May	Parent survey
Provide student's with strategies for responsible decision making, self-awareness, relationship skills, social awareness and self-management.	Harmony Learning	counselors, admin, all staff	Aug-May	Positive school climate
Staff are visible during transition times	Local Funds	Campus and Administration	Aug. June	Duty Roster for all staff
TCHAT Counseling Program	District	Exec. Dir. of Programs	Aug. - May	Referrals submitted by campus counselor

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
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Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
SEL workshops	ESC Region 20	Counselors, teachers, administrators, all staff	Aug-May	Positive school climate
Mental Health First Aid Training	Camino Real	Executive Director of Programs	Aug-May	Sign-in sheets
Vector Training for Mental Health	Local Funds	Asst. Superintendent	Aug. - Oct.	Certificate of Completion

Goal 15: Pregnancy Related Services

Strategic Priorities:

District Goals:

Campus Goal:

Campus Performance Objective:

Area of Emphasis:

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation

Goal 16: Dropout Prevention

Strategic Priorities:

Provide a high quality, educational environment that promotes excellence for all students.

Need:

Provide opportunity for students to receive an education and deter dropouts

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being expected to meet educational performance standards.

Campus Performance Objective:

Area of Emphasis: Dropout Prevention

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
1. Dropout prevention program a. Development of transitional or vocational programs b. Alternative school settings c. Intervention of legal sanctions d. Identify career goals and develop coherent sequence of courses e. Involvement in student organizations	* Printouts on attendance * Attendance sheets required by judge	All staff	* Review attendance each six weeks * Student schedules in Aug & Dec.	* Students will stay in school because a. We offer programs b. Courts require attendance c. Alternative settings d. Membership totals in student organizations
2. Follow-up on with-drawn students	attendance reports	All staff, PEIMS coordinator	* Review attendance each six weeks * Each time a student withdraws, follow up on when they enroll or if they enroll * August check on students who	Paperwork from other districts verifying that a student has enrolled. * Attendance printouts * Document phone calls * Document home visits

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
			don't show up	
3. Parent conference/home visits to keep parents abreast of student progress or lack of progress	certified mail, telephone calls, home visits	All staff	Review attendance each six weeks, each time a student withdraws, follow up on when they enroll or if the enroll, August check on students who do not show up	Paperwork from other districts verifying that a student has enrolled. * Attendance printouts * Document phone calls * Document home visits
4. Provide parent access to grades via internet	Internet, Grade Speed program, tech funds	Technology staff, All staff	Each six weeks grade check; check student grades upon completion of each semester	Log of visits * Students grade reports * Students attendance
5. Target At-Risk Students, help with truancy and provide services for students	Jourdanton Police, SRO	All staff	Aug-May	Number of students, failure rates,
6. Elect an attendance committee for the school year	Weekly attendance reports	all staff	August- elect committee Meet once every six weeks	Six weeks attendance reports
7. Send out letters weekly to students who have unexcused absences and those exceeding or approaching exceeding the state law on absences	Weekly attendance reports	assistant principal, secretary/attendance clerk	weekly attendance reports, send out letters weekly as needed	six weeks attendance report
8. File with the courts on parents who are violating attendance laws	attendance reports	assistant principal, secretary/attendance clerk	receive weekly reports	attendance summaries

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide secretaries/attendance clerk attendance software training	Ascender software	technology director	August-May	attendance reports

Goal 17: CCMR

Strategic Priorities:

Effectively and appropriately capitalize on instructional resources that enhance the learning environment and improve campus effectiveness.

Need:

Provide opportunities for student awareness in the areas of college, career and military readiness.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being expected to meet educational performance standards.

Campus Performance Objective:

Area of Emphasis: College Career Military Readiness

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Implement Career Day for grades PK-1st	Community businesses and support services, parents, staff	counselor, staff	September	participation
Observe Veteran's Day through a veteran's recognition assembly	Veteran's, curriculum	counselor, staff, students, veterans	November	participation
Professional speakers address students during assemblies to discuss their profession	Professional speakers, staff	counselor, staff	Aug-May	participation
College recognition day	parents, students, staff	parents, students, staff	Aug-May	Wear college shirt for participation

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
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Goal 18: Professional Development

Strategic Priorities:

Effectively and appropriately capitalize on instructional resources that enhance the learning environment and improve campus effectiveness.

Need:

Provide quality professional development for all staff to support student growth and needs.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

All staff will complete professional development according to the district calendar and identify personal professional development needs and attend training.

Campus Performance Objective:

Staff will attend professional development that will be beneficial to their personal growth.

Area of Emphasis: Professional Development for Amplify and Eureka

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Providing professional development opportunities in ESL/LPAC, Gifted and Talented	Gateway connection online resource, campus staff, ESC Region 20 on campus and our district part of the GT Coop	Teachers, admin, counselors	Jul.-Sept.	Course completion certificates
Reading Academy	ESC Region 20	Teachers, admin	July-May	Course completion certificates
Stop the Bleed, Sex Trafficking, Sexual Harassments, Mental Health, Safety, Trauma, Human trafficking, Child abuse, Youth Suicide, Cyber security, Bloodborne Pathogens, Confidentiality-FERPA	Vector Trainings	All Staff	August	Course completion certificates, sign-in sheets
Amplify and Eureka	Amplify and Eureka trainers	Campus Admin, Bauerle	Aug - May	sign-in sheets
Campus Behavior Management	Campus administrators	Staff, Administrators	August In-Service	Sign-in sheets

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
CPI-Nonviolent Crisis Prevention Intervention	AMCC, District administrator	AMCC, Johanna Hagen	August In-Service	Course completion certificates
CPR	District staff	Staff, Administrators	August In-Service	Course completion certificates
Youth Suicide Awareness and Prevention	Online webinar	all staff, administrators	Aug-May	Course completion certificates
TTESS Training	Local Funds	Teachers, Administrators	Aug-May	Sign-in sheets, Course completion certificates, complete goals
TEPSA Conference	Online conference	Administrator	June	Course completion certificates
Walsh-Gallegos Legal Updates	Online webinar	Administrators	Aug-May	Course completion certificates
New Teacher Orientation	District Staff	District Admin.	August	Sign-in sheets
New Teacher Mentoring Program	Local Funds	Director of New Teacher Mentoring	Aug - May	Sign-in sheets, copies of observations, reflections, surveys
Provide all teachers the opportunity to attend one professional development workshop provided by Region 20	Local Funds, Region 20	Campus staff, Administration	Aug. - May	Certificates, Domain IV on T-TESS
PLC Meetings bi-weekly	PD Agenda	Teachers, Campus Admin.	Aug. - May	Observation of strategies discussed, effective use of resources, sign-in sheets
District wide in-service for all faculty members	Local Funds, CO-OP, Camino Real, AVID, CEN	District Admin	Aug. - May	Certificates, Sign-in sheets

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
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Goal 19: Academic Performance

Strategic Priorities:

Effectively and appropriately capitalize on instructional resources that enhance the learning environment and improve campus effectiveness.

Need:

All students will receive quality tier 1 instruction, with opportunities to attend interventions and be monitored through the RTI process.

District Goals:

Student Performance Goals:

- By 2026, third graders will move from 48% At Meets Grade Level or Above on STAAR Reading to 58%
- By 2026, third graders will move from 38% At Meets Grade Level or Above on STAAR Math to 47%
- By 2026, College, Career, and Military Ready Graduates will increase from 51.5% to 60%

Campus Goal:

100% of students will achieve their full educational potential by being expected to meet educational performance standards.

Campus Performance Objective:

Each six weeks, struggling students will be monitored through RTI

Area of Emphasis: Academic Performance

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Implement a comprehensive RTI system for all students to include individual study plans	RTI system, eSped, administrators	staff, administrators	Aug-May	RTI forms and data, study plans
Continue bi-weekly PLC meetings	campus administrator	staff, administrators	Aug-May	PLC agendas and sign-in sheets, Staff survey
TTESS observations/walkthroughs	TTESS, Teach for Texas, Eduphoria, Administrator	staff, administrators	Aug-May	TTESS evaluations, Eduphoria
Campus Improvement Plan Development	student data, parent input, PEIMS reports, Curriculum	staff, administrators	Aug-May	CIP Plan, EOY needs assessment
Conduct BOY, MOY, EOY assessments	TPRI, M-CLASS, MAP, Circle	staff, administrators	Aug-May	TPRI, M-CLASS, MAP, Circle data reports
Conduct Leadership team meetings	staff, administrators	Leadership team, administrators	Aug-May	Leadership Team Agendas
Develop and implement Master Schedule to include WIN time	master schedule, WIN time schedule	staff, administrators	Aug-May	Master schedule, WIN time schedule

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
intervention				
Develop and implement teacher mentor guidelines and procedures	Teacher Mentor guidelines and procedures	staff, administrators	Aug-May	Staff agendas and sign-in sheets.
AVID Tier 1 instruction across the campus	AVID Coordinator, AVID Site Team Manager	Campus Administrator, Teachers	Aug. - May	Planners
Align curriculum horizontally and vertically to meet student needs	curriculum, student data reports, YAG, Lead4ward, PLC meetings	staff, administrators	Aug-May	YAG, PLC agendas and sign-in sheets, student data reports
Parent conferences to discuss student progress	student data, teacher and parent input, benchmarks, BOY/MOY/EOY assessments, M-CLASS,CIRCLE,TPRI, MAP	staff, administrators, parents	Aug-May	Student data reports, BOY/MOY/EOY assessment data, teacher and parent input, Parent conference documentation

Staff Development

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
RTI Process	eSped, Administrators	staff, administrators	Aug-May	RTI reports and data, sign-in sheets
TTESS orientation	TTESS, Teach for Texas, Administrators	staff, administrators	August In-Service	Sign-in sheets
AVID Training	Local	District AVID Director/Site Coordinator	Aug. May	Sign-in sheets, observations of teachers implementation

Goal 20:

Strategic Priorities:

District Goals:

Campus Goal:

Campus Performance Objective:

Area of Emphasis:

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation