

Lubbock Independent School District
Honey Elementary School
2026-2027 Campus Improvement Plan



Mission Statement

Moving forward, every child, every day.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Honey Elementary remains committed to ensuring high levels of learning and success for every student. The Comprehensive Needs Assessment identified several priority areas that impact student achievement, including persistent academic gaps among targeted student groups, increasing behavioral and social-emotional needs in the early grades, the need for enhanced support and professional learning for teachers, limited financial resources to expand intervention services, and barriers that reduce family participation in educational opportunities. As student needs continue to evolve, the campus must strategically allocate resources, strengthen instructional practices, build teacher capacity, and expand meaningful family engagement to ensure all students have equitable access to the academic, behavioral, and social-emotional supports necessary for success. Through collaborative planning, data-driven decision making, and strong partnerships with staff, families, and the community, Honey Elementary will continue to build a culture of continuous improvement focused on maximizing student growth and achievement.

Priority Problem Statements

Problem Statement 1: There continues to be a significant gap (on average, 20%) between the achievement of All Students and those who are served in Special Education.

Root Cause 1: Instructional decisions are not consistently informed by ongoing analysis of our SPED students' performance data, limiting opportunities for timely intervention and instructional adjustments.

Problem Statement 1 Areas: Support All Students

Problem Statement 2: While Honey Elementary consistently maintains an overall attendance rate of 95% or higher, a small group of students experiences chronic absenteeism. This pattern of inconsistent attendance has resulted in lost instructional time and is contributing to lower academic performance and slower student growth for these learners.

Root Cause 2: A variety of barriers, including family circumstances, transportation, health concerns, and inconsistent communication about the importance of daily attendance impact school attendance.

Problem Statement 2 Areas: Support All Students

Problem Statement 3: The number of disciplinary office referrals and the number of students receiving multiple office referrals have increased over the past five years, resulting in a loss of instructional time and increased behavioral support needs across the campus.

Root Cause 3: Teachers are experiencing an increase in students with significant academic, behavioral, and social-emotional needs and require ongoing professional learning, coaching, and collaborative opportunities to effectively implement proactive classroom management, relationship-building strategies, and interventions that support the whole child.

Problem Statement 3 Areas: Recruit/Develop Teachers

Problem Statement 4: Many students require targeted small-group intervention to address unfinished learning and strengthen foundational skills needed to access grade-level instruction. However, limited funding and staffing reduce the campus's capacity to provide timely, consistent interventions, resulting in persistent academic gaps and slower student growth.

Root Cause 4: The campus relies heavily on limited Title I funds to provide intervention personnel and instructional support. As student academic needs continue to increase, available funding and staffing are insufficient to provide the level of targeted intervention, data analysis, collaborative planning, and progress monitoring needed to accelerate learning for all students requiring additional support.

Problem Statement 4 Areas: Financial Stewardship

Problem Statement 5: Participation in campus-sponsored educational programs designed to support student academic achievement and social-emotional development is limited. As a result, many families are unable to access learning opportunities and resources that strengthen the home-school partnership and support student success.

Root Cause 5: Many families face scheduling conflicts and childcare challenges that limit their ability to attend evening campus events. Current opportunities for family engagement do not consistently provide flexible scheduling, alternative participation options, or supports that reduce these barriers and increase access for all families.

Problem Statement 5 Areas: Community Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Foster Care data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1: Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students.

Performance Objective 1: By May 2027, Honey Elementary, students receiving special education services meeting grade-level academic standards will increase by 10%, as measured by district assessments, progress monitoring, and state accountability data, reducing the achievement gap between students served in special education and the overall student population.

High Priority

Evaluation Data Sources: 2027 STAAR and local assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement a data-driven intervention system that uses universal screening, formative assessments, and progress monitoring to identify student needs, provide targeted small-group instruction, and adjust interventions based on student performance. Strategy's Expected Result/Impact: By September, teachers, interventionists, and teacher leaders will analyze beginning-of-year assessment data to identify students requiring intervention or enrichment and establish targeted instructional plans and goals. By November, PLC teams will utilize formative assessment, district assessment, and intervention data to monitor student progress and adjust instructional and intervention plans for identified students. By January, midyear assessment data will demonstrate growth among our students being serve by the Special Education program as well as other struggling students in Reading Language Arts and Mathematics, and intervention groups will be refined based on student needs. By March, teachers and interventionists will continue targeted instruction and progress monitoring, with data indicating a narrowing of achievement gaps between our students being served by the SPED department and All Students on campus assessments and district benchmarks. By May, the percentage of students being served by our Special Education program meeting grade-level expectations in Reading Language Arts and Mathematics will increase, resulting in a measurable reduction in achievement gaps between our SPED students and All Students. Staff Responsible for Monitoring: Teachers, teacher leaders, interventionists, principal, assistant principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Lubbock ISD will attract, develop, retain, and reward highly effective teachers in an environment where talented staff and students can feel safe, supported, valued, and motivated.

Performance Objective 1: By the end of the 2026-2027 school year, Honey Elementary will increase staff capacity to effectively support students' academic, behavioral, and social-emotional needs through ongoing professional learning, instructional coaching, and collaborative problem-solving. As a result, the campus will reduce the number of office disciplinary referrals and the number of students receiving multiple office referrals, as measured by Review360 behavior data, while increasing instructional time and the consistent implementation of proactive classroom management and positive behavioral supports.

High Priority

Evaluation Data Sources: Review 360 reports and teacher surveys

Strategy 1 Details	Reviews			
Strategy 1: Honey Elementary will strengthen teachers' capacity to support students' academic, behavioral, and social-emotional needs through ongoing professional learning, instructional coaching, collaborative data analysis, and consistent implementation of PBIS, proactive classroom management, relationship-building strategies, and evidence-based behavioral interventions. Review360 behavior data and classroom walkthroughs will be used to monitor implementation, guide decision-making, and ensure timely interventions that reduce office disciplinary referrals and maximize instructional time. Strategy's Expected Result/Impact: During our August back to school PD, all staff will receive professional learning on PBIS, proactive classroom management, relationship-building, restorative practices, and Review360 expectations. During the first few weeks of school, campus-wide behavioral expectations, classroom routines, and reinforcement systems will be consistently implemented across classrooms and common areas. Teachers will establish positive classroom cultures through explicit instruction of behavioral expectations and relationship-building practices. Throughout the first semester, teachers will consistently implement proactive classroom management strategies and utilize Review360 to document and monitor student behaviors. During PLCs, grade-level teams will regularly analyze behavior data to identify trends, develop interventions, and monitor student progress in order to decrease as targeted interventions are implemented. By March of 2027, Classroom walkthrough data will indicate increased fidelity in the implementation of PBIS, proactive classroom management, and relationship-building strategies as well as teachers demonstrating an increased confidence and effectiveness in addressing behavioral concerns within the classroom before office referrals are necessary. By May of 2027, the total number of office disciplinary referrals and the number of students receiving multiple referrals decrease compared to the previous school year. Instructional time will increase as fewer classroom disruptions result in less office referrals. Teachers will consistently implement proactive classroom management and positive behavioral supports with fidelity, as evidenced through walkthroughs and coaching documentation and students will experience improved behavioral, social-emotional, and academic outcomes, contributing to a positive campus climate and increased student engagement. Staff Responsible for Monitoring: Teachers, teacher leaders, behavioral specialist, principal and assistant principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Lubbock ISD will be a responsible steward of resources provided for the public and allocate the community's resources responsibly.

Performance Objective 1: By the end of the 2026-2027 school year, Honey Elementary will strategically allocate Title I resources, intervention personnel, and instructional time to ensure students with the greatest academic needs receive timely, targeted interventions. Student progress will be monitored through district assessments, benchmark data, and 2027 STAAR data resulting in increased academic growth and a reduction in the number of students performing below grade level.

High Priority

Evaluation Data Sources: District assessments and STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Honey Elementary will utilize available Title I resources to support intervention personnel to maximize the instructional impact and ensure students with the greatest academic needs receive timely, targeted support. We will use a comprehensive Multi-Tiered System of Supports like data analysis, evidence-based small-group instruction, and ongoing progress monitoring to identify and address students' academic needs. Grade-level teams, interventionists, special education staff, and campus administrators will collaborate regularly to analyze student data, develop targeted intervention plans, monitor student growth, and adjust instruction based on student performance. Strategy's Expected Result/Impact: Ongoing throughout the year: TLCs and administrators will facilitate weekly data PLCs and planning PLCs to analyze student performance, adjust instruction, and connect each teacher's practices to maximal student growth. Targeted intervention will be planned and implimented by teachers and intervention specialist using Title 1 funds. PLCs and intervention teams meet regularly to review progress-monitoring data and adjust intervention groups based on student growth. Collaborative planning between classroom teachers, interventionists, and special education staff strengthens alignment between intervention and core instruction. By May 2027, Students receiving targeted interventions will demonstrate accelerated academic growth as measured by progress-monitoring data, district benchmark assessments, and state assessment results. Staff Responsible for Monitoring: Teachers, teacher leaders, interventionist, Special Education teachers, principal and assistant principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Lubbock ISD will engage, build, and nurture strong relationships within the community.

Performance Objective 1: Honey Elementary staff, Communities in Schools, and campus leadership will implement a comprehensive family engagement plan that increases meaningful family engagement by expanding access to campus-sponsored educational opportunities that support student academic achievement and social-emotional development through flexible scheduling, multiple participation options, and the reduction of barriers to attendance.

Evaluation Data Sources: Parent surveys, Event attendance

Strategy 1 Details	Reviews			
Strategy 1: Honey Elementary staff, Communities In Schools, and campus leadership will implement a comprehensive family engagement plan that increases meaningful family participation by expanding access to campus-sponsored educational opportunities that support student academic achievement and social-emotional development. The campus will provide flexible scheduling, multiple participation options, intentional communication, and barrier-reducing supports to ensure all families have equitable opportunities to engage in their child's education and strengthen the home-school partnership. Strategy's Expected Result/Impact: In August, a yearlong family engagement calendar is developed and shared using multiple communication platforms. Campus staff will establish partnerships with Communities In Schools and other community organizations like National Honors Society to provide childcare, translation services, meals, or other supports as needed. The first semester, family engagement opportunities will be offered at varying times and through multiple formats, including in-person and virtual options. Educational workshops will also be incorporated into existing campus events with historically high family attendance. By February 2027, family participation in campus educational programs increases compared to the previous school year as well as Stronger home-school partnerships contribute to increased student attendance, academic engagement, and social-emotional well-being. May 2027, parent survey results will indicate improved satisfaction with communication, accessibility, and engagement opportunities. Staff Responsible for Monitoring: GT department, teacher leaders, CIS personnel, counselor, principal, assistant principal and community partners Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Campus Funding Summary

211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00