Huntsville Independent School District

Scott Johnson Elementary

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Scott Johnson Elementary has the following population represented: Based on most current 2026 Report Card:

Overall Demographics & Special Programs

Total Number of Students	889
Economically Disadvantaged	76.7%
Hispanic	39.7%
African American	22.7%
White	32.6%
Pacific Islander	0%
American Indian	.6%
EB/EL	20%
Special Education	20.5%
Gifted & Talented	4.5%
Dyslexic	5.7%
At Risk	52.4%

In 2024-2025, the Scott Johnson Elementary campus moved to a new location. We also added two additional grade levels, Pre K and 5th grade. Our student population grew by 36% from the 24-25 TAPR as compared to the 23-24 TAPR.

In 2026 our Attendance Rate was 92.8% and our Chronic Absenteeism was 26%.

Strengths

SJE has a diverse student population. Each population brings a variety of culture and enrichment to the campus makeup.

The diversity of the campus enables students from a variety of experiences and backgrounds to come together to learn and grow together.

Student to teacher ratio in Bilingual classes is on average 22:1.

SJE has a variety of systems in place to support all students in achieving their success to align with the district and campus visions (RtI/MTSS, SEL, Interventionists, CKH, PLC's, and tutors).

Needs

- The achievement gaps between African American, Hispanic and Economically Disadvantaged have narrowed, but it is still an area of concern.
- Hispanic, African American, and ELL student performance/progress in Writing is a concern and area of focus.

- African American Math and Reading performance/progress is a concern.
- There is a performance gap between white students performance in reading compared to AA, Hisp and LEP students. This is an area of concern.
- More support is needed for communicating with Hispanic families.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	51% of the SJE 3rd, 4th, and 5th grade students did not meet passing standards for the 25-26 STAAR Math Summative which increased from 50% on the prior year STAAR test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.
2 ★	41% of the SJE 3rd, 4th, and 5th grade students did not meet passing standards on the 25-26 RLA Summative which increased from the 37% on the prior year STAAR RLA test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.
3 ★	Overall Emergent Bilingual progress on TELPAS 25-26 decreased from the following year and fewer students exited this year.	Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.
4	Parent engagement and support is lacking for students especially in the Economically Disadvantaged/At Risk population.	Campus needs to provide more opportunities to foster relationships with our parent and community to increase involvement.

★ = Priority

Student Achievement

Summary

Scott Johnson Elementary's Overall Performance Details indicate it is the second consecutive year of unacceptable ratings as a **59 F** overall. Our Campus Improvement Plan will be directly tied to our Targeted Improvement Plan or Turnaround Plan. Our ratings are the following per the 2026 Texas School Report Cards:

- **2025 Overall: 59/F** **2026 Overall: 59/F**
- **2025 Student Achievement: 56/F** **2026 Student Achievement: 56/F**
- **2025 School Progress: 57/F** **2026 School Progress: 59/F**
- **2025 Closing the Gaps: 65** **2026 Closing the Gaps: 61/D**

2026 STAAR Data:

Overall Rating 59 F

SJE	Met	Tested	App.	Met	Tested	Meets	Met	Tested	Masters
3rd Math	56	117	48%	29	117	25%	15	117	13%
3rd Reading	55	118	47%	32	118	27%	13	118	11%
4th Math	69	129	53%	41	129	32%	14	129	11%
4th Reading	87	130	67%	47	130	36%	10	130	8%
5th Math	66	135	49%	31	135	23%	14	135	10%
5th Reading	87	137	64%	58	137	42%	27	137	20%
5th Science	56	137	41%	26	137	19%	8	137	6%

50% of SJE 3rd, 4th and 5th grade students did not meet passing standards for 2026 STAAR Math Summative. On the 2026 STAAR RLA, 41% of SJE 3rd, 4th and 5th grade did not meet the passing standards. This was due to an overall lack of understanding in the rigor of questions needed on formative assessments and additional training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

Emergent Bilingual progress on TELPAS decreased from prior years and did not meet our target. This was a result of the lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K-12 strategies.

69% of SJE 5th grade students did not meet passing standards for STAAR Science. In our second year of having 5th grade we have continued to struggle with consistent staffing for our 5th grade team. In addition to this, the state science standards were also new last year.

Compared to 2025 STAAR Data: Overall Rating 59 F

SJE	Met	Tested	App.	Met	Tested	Meets	Met	Tested	Masters
3rd Math	74	142	52%	38	142	27%	10	142	7%
3rd Reading	79	144	55%	42	144	29%	9	144	6%
4th Math	71	142	50%	35	142	25%	20	142	14%
4th Reading	106	143	74%	61	143	43%	18	143	13%
5th Math	66	139	47%	33	139	24%	12	139	9%
5th Reading	74	139	53%	50	139	36%	19	139	14%

5th Science	33	140	24%	9	140	6%	3	140	2%

Strengths

STAAR Results Showed Progress in the following areas:

Our 5th Grade RLA grew from 14% to 20% in Masters. All other areas did not show significant growth.

Our 5th Grade Science score improved from 2025 (26%) to 2026 (41%) in Approaches or above.

Campus Strengths:

This coming year our new curriculum adopted will be Bluebonnet Learning for Math and RLA to support learning with high quality instructional materials. Collaborative Teams starting working together to internalize lessons using protocols established by the Instructional Leadership Team (ILT) with LIFT support with the start of the 2026 school year in professional development. Teams analyze student data to make instructional changes to their practice and also to provide intentional intervention and enrichment for students.

Scott Johnson Elementary is a Nationally Recognized Model PLC campus, and a Nationally Recognized Showcase Campus for Capturing Kids Hearts.

RtI/MTSS team meets weekly which includes the classroom teacher, counselor, math & reading specialists, and an administrator. More training is needed for staff to fully understand the function of all 3 tiers for Behavior and Academic RtI. Our district is streamlining and improving the RtI/MTSS process with a new district handbooks and support, programs, and guidelines for the process to support our new RtI/MTSS Coordinator.

Progress Checks are conducted monthly to monitor student progress. Students have worked closely with teachers to create student goal setting tracking sheets and making SMART goals to track their individual growth.

Huddle Time is our campus wide intervention time, where students get targeted intervention/enrichment support to target growth and strength areas. Data will be intentionally focused by student. This year the master schedule was adjusted to stagger intervention times in order to support more students with tutors and interventionists with additional planning periods to internalize lessons.

Needs

The following student achievement needs have been identified and are listed in priority order:

- Increase performance in the area of writing for all students.
- Increase ELL performance in the areas of reading and writing.
- Increase African American performance in the areas of math, reading and writing
- Provide specific professional development to staff in researched based instructional strategies that meet the needs of all learners.
- Increase parental involvement through campus activities and committees
- Increase the number of students scoring at the advanced level

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	50% of the SJE 3rd, 4th, and 5th grade students scored below Approaches Grade Level for the 25-26 STAAR Math Summative which did not improve from 50% on the prior year STAAR test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.
2 ★	41% of the SJE 3rd, 4th, and 5th grade students scored below Approaches Grade Level on the 25-26 RLA Summative which increased from the 37% on the prior year STAAR RLA test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

★ = Priority

School Culture and Climate

Summary

SJE had approximately 890 students for the 2025-2026 school year. Of those 890 students, there were 343 discipline incidents. Physical contact had the highest number of reported incidents. This is the third year for SJE to have PreK-5th grade students on its campus. Previously, SJE was a K-4 campus. Staff members worked collaboratively to model respect, responsibility and perseverance utilizing Capturing Kids' Hearts as their framework, thus working to help students develop strong character traits and a sense of belonging. We earned the title of a Nationally Recognized CKH Showcase campus for the second year in a row. SJE prioritized social emotional learning with the Quaver currriculum and student well being with a strong PBIS committee committed to creating a safe, welcoming and engaging learning environment where students felt valued, respected and supported.

Strengths

SJE has an active and strong PBIS committee that is teacher-led. The campus is strong in studying their data and creating a plan utilizing the data to address areas of weakness. This team shared campus data with our staff multiple times this year and lead Professional Learning during faculty meetings. SJE works closely with district personnel to address areas of weakness and is proactive in doing so. SJE has a strong counseling program led by two veteran school counselors who place a strong emphasis on student-centered practices and social-emotional development of all students. SJE won the Huntsville ISD Quaver Challenge for two years in a row for implementing the program with fidelity. Counseling services and targeted student supports further strengthen the campus's ability to address the whole child.

Needs

- Monthly recognition of teachers who go above and beyond in research based teaching and classroom management
- Continue to teach social skills resources/lessons for students
- Building facelift - increase safety on campus through exploration of front foyer reconfiguration
- Increase effective communication between administrators and staff in a variety of ways (email, smore, etc...)
- Increase staff recognition for attendance, classroom successes, and technology integration into the curriculum.
- Review behavior data each nine weeks to make informed decisions about positive behavior support needed on campus.
- Explore other ways to recognize student academic improvement at school assemblies on a regular basis.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Broken equipment (Chromebooks and headphones) happen frequently on campus due to improper student usage.	Teachers need to be more proactive to report computer issues in a timely manner. Active supervision must be monitored to protect our resources.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

An assessment of staff to determine:
1. Percentage of beginning teachers is 1.3%
2. Percentage of teachers who have 1 to 5 years experience is 48.8%
3. Number of Full Time Teachers is 53.3
4. Average years of Experience is 10.7
5. Determination of compliance with appropriate class size rules and the number of class size waivers: All classes have 1:22 students or less with the exception of 5th grade classes which have a higher class size threshold. PreK all have 1:11 in their classrooms with a dedicated Instructional Assistant in each one.

Strengths

The teacher retention rate is high which results in more stability of staff at the campus. In addition, of the four elementary campuses, SJE has a high rate of teachers who are certified and have more than 3 years experience.

An assessment of the extent and quality of the mentoring program:
All new teachers are placed with an experienced and certified teacher for a year. In addition, the campus and district holds monthly to bi-monthly meetings to build new teacher capacity throughout the year.
Administrators participate in Job Fairs to recruit new teachers. We actively partner with Sam Houston State University to host Methods students for Literacy and Math and have numerous student teachers. We also currently have 2 yearlong residents working with our most experienced teachers.
We have hired two of our recently graduated yearlong residents who are now teaching this year at Scott Johnson Elementary.
We have several of our DOI teachers enrolled in Alternative Certification Programs with the support of the HR department.

Needs

- The faculty has asked for staff development on how to motivate students to want to learn and reach their potential. They state that lack of student motivation, initiative and appropriate behavior contributes to low teacher morale and frustration at times.
- Another area of concern is the need for more planning time to design lessons that are engaging and at the level stated in the TEKS.
- The faculty has also expressed concern over the need for profressional development in designing effective lessons and also technology integration into what they teach.
- A teacher profile needs to be established for expecations of a teacher that works at SJE.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Broken equipment (Chromebooks and headphones) happen frequently on campus due to improper student usage.	Teachers need to be more proactive to report computer issues in a timely manner. Active supervision must be monitored to protect our resources.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Reading & Math Progress:

Tier 2 & Tier 3 interventions will continue for the 2026-2027 school year using researched based interventions and resources. Tier 2 interventions will occur during Huddle Time, which is a designated intervention/enrichment time during the school day. A staggered schedule will help to provide additional campus supports to the various grade levels as needed.

Gains were made in reading levels the last few years due to an intentional focus on reading. The progress to annual typical growth for 2nd grade Reading was 77% and 97% for 4th grade based on i-Ready EOY data. The median growth for the campus was 77%. The progress to annual typical growth for 3rd grade Math was 74%, and 4th grade Math was at 67%, but 1st grade grew 97%, 2nd grade grew to 77%. We still have growth opportunities to meet annual typical growth measures and meet campus mission and vision statements.

There is a continued need for targeted interventions in small groups for students who have learning gaps and are not reading on grade level.

This year our campus will be implementing dedicated extended PLC time to address gaps in learning and building teacher capacity in understanding the TEKS.

Technology Integration:

Students and staff have access to a variety of technology tools. We will continue to update devices this school year, and will have to be phased in as new tools are purchased. There continues to be a need for replacement devices due to increased usage this school year with online testing platforms and gains in population with adding Pre K and 5th grade to our campus.

Student Progress:

Student Progress Data is collected from Common Formative Assessments and progress is discussed and monitored. Students in need of Tier 2 & 3 Intervention are discussed at the weekly RtI meetings that include the Reading and Math Specialists, Classroom Teachers, Counselors, and an Administrator. We are a Reading Interventionist this year. Additional training on the district and campus RtI process will be provided for staff during the 2026-2027 school year along with researched based instructional strategies that promote engagement (Action Based Learning) and build capacity within RtI team. We will also use CTM (Collaborative Team Meetings) weekly PLC's to improve teacher capacity in understanding of TEKS and instructional best practices.

STAAR Data: (2026 Data):

Our overall rating was a (59) F in 2025 and again a (59) F in 2026. School Progress went from (57) F to a (59) F in 2026, but our closing the gaps decreased from a 65 (2025) to a 61 (2026).

Strengths

STAAR Results Showed Progress in the following areas:

Our overall RLA Masters grew from 10 to 13%. 5th Grade RLA Masters grew from 13% to 20%. All other areas did not show growth.

Campus Strengths:

Collaborative Teams work together to Plan Forward units utilizing the Planning Forward Protocol established by the Instructional Leadership Team (ILT). Teams analyze student data to make instructional changes to their practice and also to provide intervention and enrichment for students. Scott Johnson Elementary is a Nationally Recognized Model PLC campus, and a Nationally Recognized Showcase Campus for Capturing Kids Hearts.

RtI team meets weekly which includes the classroom teacher, counselor, math & reading specialists, and an administrator. More training is needed for staff to fully understand the function of all 3 tiers for Behavior and Academic RtI. Our district is streamlining and improving the RtI process with a new district handbooks, programs, and guidelines for the process.

Progress Checks are conducted monthly to monitor student progress. Students have worked closely with teachers to create student goal setting tracking sheets and making SMART goals to track their individual growth.

Huddle Time is our campus wide intervention time, where students get targeted intervention/enrichment support to target growth and strength areas. This year the master schedule was adjusted to stagger intervention times in order to support more students with tutors and interventionists.

An assessment of PD provided to the staff last year: This will continue this year with Bluebonnet Learning Implementation.
Please see attached PD Campus Calendar for 25-26

Needs

- SJE administrators and other staff members will do Learning Walks and TTESS Walkthroughs to assure that the District non-negotiables are being implemented with fidelity.
- Teachers will be given timely feedback on focussed on evidence of students learning
- Ongoing professional development will be provided to staff on the following: Fundamental 5, Thinking Maps, Formative Assessment, Standards Clustering, Student Engagement
- Continued support from Academic Coaches and Engage Learning Coaches for lesson design
- More opportunities for vertical/horizontal meeting and planning

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Broken equipment (Chromebooks and headphones) happen frequently on campus due to improper student usage.	Teachers need to be more proactive to report computer issues in a timely manner. Active supervision must be monitored to protect our resources.
2	Overall accountability rating was a 59 due to lack of high quality instructional material and solid Tier 1 instruction.	Teachers struggled with variety of curriculum resources and high quality instruction was not implemented with fidelity.

★ = Priority

Family and Community Engagement

Summary

Scott Johnson Elementary embraces the understanding that ALL students matter. We have a shared vision that ALL students can learn, and deserve a positive learning climate where they are challenged to succeed each and every day. The staff created the vision together throughout this school year, and are committed to help students learn and grow as they continue set goals and own their learning. Students are taught schoolwide expectations throughout the school year in systematic year way involving all stakeholders.

Kelso's Choice Conflict Resolution was implemented during the 2018-2019 school year, and continues this school year. The Kelso program is the basis of our social emotional learning for the campus. The character education portion of Kelso's Choice and Quaver were purchased this past school year, and will continue to be used during the 2026-2027 school year. The Character Education/Social Skills instruction for students occurs during Morning Meeting time. SJE currently has a Morning Meeting time built into the master schedule. This is a 15 minute time set aside for teachers to teach lessons, celebrate success, and brainstorm solutions to social problems within the classroom. This past school year, restorative circles were added to the Morning Meeting time, and we will continue to implement throughout the 2026-2027 school year in addition to Capturing Kid's Hearts training with district support.

Teacher Teams work together daily to create high quality lessons during collaborative planning times (PLC).

A multi-system of support that provides intervention/enrichment has been put into place for a common time throughout the school for 40 minutes daily. Ongoing training will be provided for staff to ensure clarity of the process and ensure high quality learning is taking place during Huddle Time. Staff will share Huddle Plans and results of student learning in monthly progress checks. The Guiding Coalition will provide feedback and support to teachers.

There is a need for more parent involvement especially in academics and student success. Our events at the end of the year (SJE Fall Into Reading Night and the SJE Math Night) were highly attended by our parents. We currently struggle with an active PTO.

Strengths

Positive Behavior Interventions and Support (PBIS Committee) functions to improve the overall climate for the students and staff.

Cohesive Staff--all staff are a part of a variety of committees that function to improve the climate and culture of the campus focusing on student support, staff encouragement, and parent/community involvement. Staff recognition is built into the school culture.

A variety of positive parent communications occur weekly/monthly--newsletters, call system, Remind, websites, SJE Facebook page, Friday Folders, Class Dojo, emails, etc.

The Master Schedule is designed to protect learning time and include morning meetings for daily Character Education/Social Skills instruction. Huddle Time is built into the Master Schedule. All students attend enrichment or intervention during this designated time daily.

Mentor teachers, New Teacher Committee Support, and District Professional Learning are provided for new staff.

SJE has a growing partnership with SHSU with student method teachers, yearlong residents, and SHSU Parent Academies to support learning needs for staff and students.

Based on CKH Surveys, areas of strength include greeting, engaging, and empowering our students with connections and building relational capacity. Student leaders are implemented, social contracts are created together and encouraged to give affirmations to other students and staff members in the classroom and on campus. The CKH Discipline Model and Social contracts address behavioral issues.

Based on EOY Staff Surveys, areas of strength are staff members who are interested in leadership opportunities at 51%, building bonds with students, growing in their confidence and student growth in academics and social emotional learning.

Based on EOY Parent Surveys, 88.6% of our parents felt that SJE has done a good job keeping them informed about scheduled school events and activities. 91.4% feel our staff members are friendly and welcoming regardless of the reason that they come to the campus.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Broken equipment (Chromebooks and headphones) happen frequently on campus due to improper student usage.	Teachers need to be more proactive to report computer issues in a timely manner. Active supervision must be monitored to protect our resources.

★ = Priority

School Organization

Summary

Financial and Accounting Practices:
Each team and department is allotted money to purchase equipment or resources or classroom supplies as needed per team. A budget sheet is shared with the ILS, Nurse, Counselors, Specials teachers for review when considering budgeting allotments.

Strengths

Teachers are able to gain the necessary items, either from the campus or district budgets, to ensure they have what they need for quality instruction in their classrooms.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Broken equipment (Chromebooks and headphones) happen frequently on campus due to improper student usage.	Teachers need to be more proactive to report computer issues in a timely manner. Active supervision must be monitored to protect our resources.

★ = Priority

Technology

Summary

Technology Integration:

Students and staff have access to a variety of technology tools. We will continue to update devices this school year, and will have to be phased in as new tools are purchased. There continues to be a need for replacement devices due to increased usage this school year with online testing platforms and gains in population with adding Pre K and 5th grade to our campus.

Strengths

Our ILS has ensured we have up to date equipment and works closely with IT department to update as needed. Monthly meetings with the Technology Director and Principal address campus concerns and working toward solutions to keep us running effectively. Professional Development throughout the year with faculty and during Professional Development Days scheduled throughout the year.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	51% of the SJE 3rd, 4th, and 5th grade students did not meet passing standards for the 25-26 STAAR Math Summative which increased from 50% on the prior year STAAR test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.
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3 ★	Overall Emergent Bilingual progress on TELPAS 25-26 decreased from the following year and fewer students exited this year.	Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.
4 ★	50% of the SJE 3rd, 4th, and 5th grade students scored below Approaches Grade Level for the 25-26 STAAR Math Summative which did not improve from 50% on the prior year STAAR test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.
5 ★	41% of the SJE 3rd, 4th, and 5th grade students scored below Approaches Grade Level on the 25-26 RLA Summative which increased from the 37% on the prior year STAAR RLA test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**

Goals

Goal 1

ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

Performance Objective 1 ☑ High Priority

Increase the overall percentage of students in STAAR Performance Meets across all grade level Math from 26% to 34% in the Student Achievement Domain.

Evaluation Data Source: All students will demonstrate growth in Math as shown on their growth charts and data binders.

Strategy 1

Analyze and unpack reading and math essential standards in K-5th vertical teams during PLC.

Strategy's Expected Result/Impact: 1. Review process for unpacking standards.
2. Train new staff on how to unpack standards.
2. 100% of staff will analyze standards in grade level teams.
3. Lesson design will reflect focus on essential standards and will be evaluated through walk throughs.
4. Once a semester provide opportunities for vertical teams to meet.

Staff Responsible for Monitoring: Principal
Assistant Principal
Academic Coach

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 2 ☑ Targeted Support Strategy

Utilize Instructional Assistants, teachers, and tutors to provide support for students in need of academic intervention in all academic areas in the classroom and in tutorials.

Strategy's Expected Result/Impact: Increase in Reading Levels. Increase in number of students Meeting Standard on formative and summative assessments.

Staff Responsible for Monitoring: Principal
Assistant Principal

Funding Sources: Part-Time Tutors 211 - Title I, Part A, $18,500, IA's State Comp Ed, , Snap & Read 214 - Title IV, Part A, Sub 1,

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 3

Provide ongoing instructional coaching and feedback to all staff through modeling, learning walks, administrative walk throughs, and T-TESS observations. Implementation of walk through forms focused on target areas of Instructional Best Practice, Content & Language Objectives, PBIS Classroom Strategies, and EB Instruction Strategies.

Strategy's Expected Result/Impact: 100% of teachers will receive observation/feedback at least biweekly, with teachers requiring intensive support receiving weekly observations. 100% of coaching cycles will include documented feedback, an action step, follow-up observation, and evidence of implementation.

Staff Responsible for Monitoring: Principal
Assistant Principal
Academic Coaches
Director of C&I

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

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

Formative Reviews

October	January	March	June

Strategy 4

Collaborative Teams will develop engaging hands-on lessons in Math aligned with Essential TEKS utilizing the "I do", "we do", "you do" instructional model.

Strategy's Expected Result/Impact: Increased Student Achievement/Progress
Provide hands-on/engaging learning experiences that connect with the real-world

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coaches

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

Formative Reviews

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Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will meet daily in Collaborative Teams to analyze data from summative and formative assessments to further reflect and act upon identified student needs. Data will be collected and monitored within the campus based/developed student achievement tracking binders. Data will be utilized to guide the development of intervention and enrichment groups.

Strategy's Expected Result/Impact: Increased professional growth and learning for teachers.
Increased student achievement/progress.
Appropriate placement of students in remedial instructional courses/interventions

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coaches

Funding Sources: ESC 6 Consultants 211 - Title I, Part A, $5,000

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

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

Formative Reviews

October	January	March	June

Performance Objective 2 ☑ High Priority

Increase the overall percentage of Special Education students in STAAR Performance Meets across all subjects from 12% to 16% in the Student Achievement Domain.

Evaluation Data Source: Students in all special programs will increase percentages on all state assessments.

Strategy 1

Provide researched based interventions for academic and behavioral support using the RtI/MTSS model and progress monitoring for identified students.

Strategy's Expected Result/Impact: Increased Student Achievement/Progress through one-on one personalized student intervention and instruction.

Staff Responsible for Monitoring: RtI Team
Teachers
Principal
Assistant Principal

Funding Sources: Specialist/Interventionists State Comp Ed,

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Include Special Education Teachers in Planning Days for teachers with Grade Level teams for Lesson Internalization and Vertical Alignment, in addition to PLC time.

Strategy's Expected Result/Impact: 1. Completed Units
2. Standards understood with depth
3. Vertical consistency of essential TEKS
4. Consistent Vocabulary between grade levels.

Staff Responsible for Monitoring: Principal
Assistant Principal

Funding Sources: Substitute Pay for Certified Teachers 211 - Title I, Part A, $4,000

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Provide opportunities for students to use the ABL (Action Based Learning) brain gym for math lessons.

Strategy's Expected Result/Impact: Increase student academic achievement and engagement through the use of purposeful movement to support and enhance curriculum objectives.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Teachers

Funding Sources: Materials for Stations LOCAL,

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

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

Formative Reviews

October	January	March	June

Performance Objective 3 ☑ HB3 Goal

Increase the overall percentage of students in STAAR Performance Meets across all grade level RLA from 35% to 46% in the Student Achievement Domain.

Evaluation Data Source: All students will demonstrate growth in ELA/Reading as shown on their growth charts and data binders.

Strategy 1

Utilize full time Teacher Specialists, teachers, and tutors to provide additional support for students who are in need of Tier 2 & Tier 3 Reading assistance during class time, intervention time, and in tutorials.

Strategy's Expected Result/Impact: Students reading on or above grade level in K-4.
Student performing at or above grade level in RLA.

Staff Responsible for Monitoring: Principal
Assistant Principal
Academic Coach

Funding Sources: Dyslexia, Rdg Interventionists State Comp Ed, , Tutorial Compensation 211 - Title I, Part A, $41,500

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Students will track their learning through goal setting and reflection.

Strategy's Expected Result/Impact: Students engagement in learning will increase due to motivation of tracking their own progress.
Increase in students meeting standard in all academic areas.

Staff Responsible for Monitoring: Classroom Teachers
Principal
Assistant Principal
Academic Coaches

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

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

Formative Reviews

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Strategy 3

Instructional Coaches, ESL Specialist, Bilingual Coaches, and ESC 6 Specialists specific to RLA will support teachers through PLC planning, Planning Forward, Coaching Support, modeling, and providing professional development.

Strategy's Expected Result/Impact: Well supported teachers.
T-TESS growth
Students meeting or exceeding standard on assessments

Staff Responsible for Monitoring: Principal
Assistant Principal

Funding Sources: Math Coach 211 - Title I, Part A, $81,940, ELA Coach State Comp Ed,

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Provide researched based materials/manipulatives to increase understanding of essential TEKS in all content areas.

Strategy's Expected Result/Impact: Increase in number of students meeting and exceeding standard on assessments.

Staff Responsible for Monitoring: Instructional Coaches
Principal
Assistant Principal

Funding Sources: Rosetta Stone Access for EB students 263 - Title III, Part A, , Science Materials 211 - Title I, Part A, $5,000, Math Manipulatives 211 - Title I, Part A, $5,000, Reading Materials 211 - Title I, Part A, $5,731

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 4 ☑ HB3 Goal

Increase the percent of students on track for reading (PK-K) or reading on grade level (1-8) by 5%.

Strategy 1

Provide professional learning opportunities for staff on how to differentiate instruction using research based best practices (small group instruction, TEKS based work-stations).

Strategy's Expected Result/Impact: Needs Assessment
Improved student performance
Achievement gaps closed

Staff Responsible for Monitoring: Principal
Assistant Principal
Academic Coach

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 2

Provide Coaching and Feedback from a ESC 6 Consultants.

Strategy's Expected Result/Impact: Increased number of student reading on or above grade level
Well supported teachers

Staff Responsible for Monitoring: Principal
Assistant Principal
Academic Coaches

Funding Sources: ESC6 Reading Specialist 211 - Title I, Part A, $5,000

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Purchase additional reading resources and storage for classroom libraries that includes a variety of reading levels and organizational systems to aid in student use.

Strategy's Expected Result/Impact: Student reading levels increasing.

Staff Responsible for Monitoring: Instructional Coaches
Principal
Assistant Principal
Teachers

Funding Sources: Reading Materials for stations 211 - Title I, Part A, $6,000, 3rd & 4th Grade Guided Reading Books LOCAL, , Heggerty 214 - Title IV, Part A, Sub 1,

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 5 ☑ HB3 Goal

Increase the percent of students meeting College, Career, and Military Readiness criteria by 5%.

Evaluation Data Source: College, Career, Military events and celebrations on campus calendar.

Strategy 1 ☑ Targeted Support Strategy

Promote collegiate aspirations with college days.

Strategy's Expected Result/Impact: Campus staff wearing college shirts will increase interest and promote higher learning.

Staff Responsible for Monitoring: Principal
Assistant Principal

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

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

Formative Reviews

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Strategy 2

Continue to host SHSU students for observations, volunteer work, and other community volunteers to our campus.

Strategy's Expected Result/Impact: Building relationships with college, career, and military opportunities to support continued education.

Staff Responsible for Monitoring: Principal
Asst. Principal

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 6 ☑ High Priority

Increase the overall percentage of Emergent Bilingual students in STAAR Performance Meets across all subjects from 16% to 21% in the Student Achievement Domain.

Evaluation Data Source: All Emergent Bilingual students will demonstrate growth in all subjects as shown on their growth charts and data binders.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

EB students growth will be monitored during specific intervention days/times.

Strategy's Expected Result/Impact: Specific targeted supports for RLA and Writing in class and intervention.

Staff Responsible for Monitoring: Admin
Bilingual/ESL Teachers

Problem Statements: Demographics 1, 2, 3

Title I: 2.5.1

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

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

Formative Reviews

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Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	51% of the SJE 3rd, 4th, and 5th grade students did not meet passing standards for the 25-26 STAAR Math Summative which increased from 50% on the prior year STAAR test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.
2	41% of the SJE 3rd, 4th, and 5th grade students did not meet passing standards on the 25-26 RLA Summative which increased from the 37% on the prior year STAAR RLA test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.
3	Overall Emergent Bilingual progress on TELPAS 25-26 decreased from the following year and fewer students exited this year.	Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Performance Objective 7 ☑ High Priority

Increase the overall percentage of High Focus students in STAAR Performance Meets across all subjects from 22% to 27% in the Student Achievement Domain.

Evaluation Data Source: All High Focus students will demonstrate growth in all subjects as shown on their growth charts and data binders

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Our High Focus students' growth will be monitored during specific intervention days/times

Strategy's Expected Result/Impact: Specific targeted supports for RLA and Math in class and during intervention.

Staff Responsible for Monitoring: Teachers
Interventionists
Tutors
Admin

Problem Statements: Demographics 1, 2

Title I: 2.5.1

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	51% of the SJE 3rd, 4th, and 5th grade students did not meet passing standards for the 25-26 STAAR Math Summative which increased from 50% on the prior year STAAR test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.
2	41% of the SJE 3rd, 4th, and 5th grade students did not meet passing standards on the 25-26 RLA Summative which increased from the 37% on the prior year STAAR RLA test.	Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

Performance Objective 8 ☑ High Priority

Increase overall student attendance from 92.8% to 95% during the academic year.

Evaluation Data Source: All students will receive phone calls and communication from teachers, district, and Attendance clerk as attendance issues arise.

Strategy 1

Student attendance will be monitored and tracked with Attendance Improvement Plans that will be communicated and created with parents.

Strategy's Expected Result/Impact: Increasing student attendance will have a positive impact on academic performance.

Staff Responsible for Monitoring: Teachers
Counselors
Attendance Clerk
Admin
Parents

Title I: 2.5.1

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 2

Student Attendance Awards and recognitions will be celebrated throughout the campus.

Strategy's Expected Result/Impact: Class competitions and student competition will increase and reward high attendance.

Staff Responsible for Monitoring: Teachers
Counselors
Admin
Attendance Clerk

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 2

SAFE SCHOOLS
All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1

Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

Evaluation Data Source: Positive Referrals, PBIS incentives, SEL Quaver Data

Strategy 1

Provide ongoing PBIS (Positive Behavior Interventions & Support) and CKH (Capturing Kids Hearts) professional development for all staff that includes strategies for classroom teachers based on data and staff input reviewed by staff and the PBIS and Process Champion teams.

Strategy's Expected Result/Impact: Protected instructional time due to less behavior disruptions
TTESS growth
Reduction in Referrals

Staff Responsible for Monitoring: Principal
Assistant Principal
PBIS Committee Chair

Funding Sources: PBIS Resources LOCAL,

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

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

Formative Reviews

October	January	March	June

Strategy 2

Continue student recognition programs such as: Positive Referrals, Buzzy's Best weekly drawings, student recognition and award assemblies, and the Buzzy's Best store.

Strategy's Expected Result/Impact: Increase in student positive recognition
Reduction in Office Referrals
Assemblies scheduled

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Funding Sources: Positive Referral T-Shirts, Star Student Certificates LOCAL,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 3

Maintain the Check-In/Check-Out system for student who are in need of Tier 2 or Tier 3 behavior intervention and supports. Monitor through RtI.

Strategy's Expected Result/Impact: Reduction in Office Visits
Reduction in Referrals
Increase in Positive Behavior

Staff Responsible for Monitoring: Principal
Assistant Principal
Behavior Support Staff
Behavior Specialist

Funding Sources: Treasure Tower Tokens,Folders and Supplies LOCAL,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Continue to provide mentor-ship opportunities for students through campus, college, and community partnerships.

Strategy's Expected Result/Impact: Mentor List
Mentor Activities
Decrease in office referrals
Student Progress

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

Monitor and assess the effectiveness of the district health, safety and emergency plans.

Evaluation Data Source: Campus safety PD and trainings, HISD Safety implementation Data, Staff and Parent Surveys

Strategy 1

Review and practice the Crisis Management Plan with faculty and staff to ensure all stakeholders are aware of their role in the event of a crisis. Provided training updates as needed.

Strategy's Expected Result/Impact: Agenda
Sign In
Dates on calendar

Staff Responsible for Monitoring: Principal
Assistant Principal
School Nurse
Counselor
Crisis Team

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Strategy 2

Practice emergency situations monthly. Provide emergency reference materials for all areas.

Strategy's Expected Result/Impact: All staff and student participate and understand the procedures. Use the Crisis-Go App to conduct drills effectively

Staff Responsible for Monitoring: Principals
Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

SJE will improve student health, wellness, physical activity, and attendance by implementing the campus coordinated health program and monitoring student fitness, attendance, physical activity opportunities, and wellness indicators.

Strategy's Expected Result/Impact: Higher attendance for staff and students with rewards and incentives
Fitness gram data to support physcial health
Social emotional Learning daily in classrooms during Morning Meetings

Staff Responsible for Monitoring: Admin
Teachers
Counselors
PE Teachers

Funding Sources: 211 - Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 3

Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Source: Parent, staff and student surveys

Strategy 1

Implement and provide school wide programs to develop social skills and character education .

Strategy's Expected Result/Impact: Collaboration Lessons planned for the year
CKH staff, student, and parent surveys

Staff Responsible for Monitoring: PBIS Committee
Counselors

Funding Sources: Student Certificates & Reward LOCAL,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Conduct professional development for all staff in office vs. classroom managed behaviors utilizing positive behavior supports and interventions.

Strategy's Expected Result/Impact: All staff trained
Agendas
Sign-In Sheets

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 3

COMMUNITY INVOLVEMENT
The District will provide parent and community partnerships in an environment that promotes trust and collaboration.

Performance Objective 1

Provide opportunities for parent and community involvement which promote academic achievement and school climate.

Evaluation Data Source: Increased community involvement in all operations of the district.

Strategy 1

Provide opportunities for parent and community involvement and incentives through a variety of events established by campus committees.

Strategy's Expected Result/Impact: Schedule
Calendar of Events
Parent/Community Participation Increased
Number of opportunities increased

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Funding Sources: Supplies for events LOCAL, , Parent Involvement Programs 211 - Title I, Part A, $2,400

Formative Reviews

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Strategy 2

Continue community mentor partnership with local faith based organizations, SHSU, A Time 2 Read, and other community entities that promote student achievement and positive relationships.

Strategy's Expected Result/Impact: Number of students participating
Events Agendas
Sign-in sheets
Assessment Results
Student Surveys

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Formative Reviews

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Performance Objective 2

Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Source: Completed list of communications shared with all stakeholders.

Strategy 1

Maintain consistent communication with parents, staff, and community members through monthly newsletters, school website, school messenger system, social media, and SMORE digital newsletter.

Strategy's Expected Result/Impact: Publications
Website
Phone logs
Video links

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Media Specialist
Staff

Funding Sources: Subscription to Electronic Newsletter "Smore". LOCAL,

Formative Reviews

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Strategy 2

Increase the number opportunities and ways for parents of second language learners to learn how to access school information through correctly translated information, website language conversion, and informational parent sessions.

Strategy's Expected Result/Impact: Increase in the number of parents of second language involvement in informational parent nights.

Staff Responsible for Monitoring: Principal
Assistant Principal
Bilingual/ESL Director

Formative Reviews

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Performance Objective 3

Provide district and campus opportunities which encourage and support parent and family engagement in the education of their children.

Strategy 1

Create a plan for communicating with parents and community regarding learning standards, behavior expectations, volunteer opportunities, and ways to provide feedback to the campus through an open forum and surveys.

Strategy's Expected Result/Impact: Increase in parent attendance and involvement in student academic informational events and academic student success.

Staff Responsible for Monitoring: Principal
Assistant Principal
Parent Involvement Committee
CAC

TEA Priorities: Improve low-performing schools

Formative Reviews

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Performance Objective 4

Increase community and district awareness of the Career and Technical Education programs through community event participation.

Evaluation Data Source: College Campus Days
Community Event Participation

Strategy 1

Increase college awareness with university days and campus events by recruiting community helpers that support CTE.

Strategy's Expected Result/Impact: Expose students to a variety of career opportunities.

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 4

RESOURCES
The District will ensure fiscal accountability and responsibility through transparent and sound stewardship of our resources.

Performance Objective 1

Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the districts mission and core belief statements.

Evaluation Data Source: 25-26 Campus Budget Plan

Strategy 1

Expand the use of technology devices to enhance student learning/engagement and increase student achievement.

Strategy's Expected Result/Impact: Inventory List
Assessment Data
Walkthroughs

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Learning Specialist (ILS)

Funding Sources: Chromebook Covers/Protection Cases 211 - Title I, Part A, $10,000, Chromebooks and tech equip (hover and swivel cams) 211 - Title I, Part A, $10,500, Kinder Ipads/covers LOCAL,

TEA Priorities: Improve low-performing schools

Formative Reviews

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Strategy 2

Replace outdated and broken classroom technology: Promethean boards, projectors, Chromebooks, iPads, technology protection, etc...

Strategy's Expected Result/Impact: Increase in the number of devices available for instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Learning Specialist (ILS)

Funding Sources: Chromebook Protection Plan 211 - Title I, Part A, $10,000

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

Formative Reviews

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Performance Objective 2

Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Evaluation Data Source: Parent and Campus Surveys

Strategy 1

Continue replacing broken and outdated/dysfunctional furniture according to campus replacement plan.

Strategy's Expected Result/Impact: Furniture purchased
Replacement plan

Staff Responsible for Monitoring: Principal
Assistant Principal

Funding Sources: Teacher Chair replacement LOCAL,

Formative Reviews

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Goal 5

STAFF
The District will recruit and retain exceptional staff to inspire, encourage, and empower student academic and social success.

Performance Objective 1

Hire and retain qualified personnel using district developed processes, procedures, and resources.

Evaluation Data Source: Retention data, District and Local Job Fair Participation

Strategy 1

Increase the frequency and design of staff recognition and accomplishments through monthly celebrations, drawings, perfect attendance and teacher/staff of the month and EOY awards.

Strategy's Expected Result/Impact: Retention of staff. Increase in staff attendance and student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Committee

Funding Sources: LOCAL,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Continue the New Teacher Committee that exists to promote campus involvement, mentor-ship, and professional learning.

Strategy's Expected Result/Impact: Agendas
Well Supported Teachers

Staff Responsible for Monitoring: Principals
Assistant Principal

Funding Sources: New Tchr Academy ESC6 & Pre-Contract Pay 255 - Title II, Part A, , Professional Development Material LOCAL, , Mentor Stipends 255 - Title II, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 3

Provide team building opportunities for staff throughout the school year.

Strategy's Expected Result/Impact: Events Planned

Staff Responsible for Monitoring: Principals
Assistant Principal
Committee

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 4

Provide ongoing professional development based on areas of need identified by teachers and provide additional planning time in the form of full or partial day team planning once a nine weeks
.

Strategy's Expected Result/Impact: Increase in student achievement, engagement, and focused lessons.

Staff Responsible for Monitoring: Principal
Assistant Principal
Academic Coaches
Instructional Leadership Team

Funding Sources: Substitute Pay for Planning Days 211 - Title I, Part A, $4,000

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2

Increase recruiting of qualified teachers and support staff for all positions with an emphasis on critical

need areas such as, math, science, bilingual education and special education.

Evaluation Data Source: District and Local Job Fair Participation

Strategy 1

Increase partnership with SHSU and other universities to identify qualified student teachers that are ready for employment.

Strategy's Expected Result/Impact: Student Teacher Observations
Teacher input and feedback on student teacher performance.

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

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Strategy 2

Attend job fairs for recruiting purposes.

Strategy's Expected Result/Impact: Recruiting of High Quality Staff

Staff Responsible for Monitoring: Interview Committee
Principal
Assistant Principals

Formative Reviews

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Performance Objective 3

Refine PD plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Evaluation Data Source: Campus PD Calendar

Strategy 1

Survey staff on professional learning needs.

Strategy's Expected Result/Impact: Staff input on staff development needs.
Targeted staff development based on needs and student performance data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Academic Coaches

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

ESF Levers: Lever 1: Strong School Leadership and Planning

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State Compensatory Education

State Compensatory

Budget for Scott Johnson Elementary

Total SCE Funds: $686,891.00

Total FTEs Funded by SCE: 8.25

Brief Description of SCE Services and/or Programs

Personnel for Scott Johnson Elementary

Name	Position	FTE
Autumn Walker	Dyslexia Teacher	0.92
Beatriz Arevalo Cruz	IA - Bilingual	1
Candeleria Jones	IA - Bilingual	1
Courtney Duer	Interventionist - Rdg	1
Hannah Smith	Instructional Coach - ELA	1
Laura Sausage	Dyslexia Teacher	1
Melissa Owens	IA - General	1
Nely Carbajal	Bilingual Dyslexia Teacher	0.33
Stacie Castleberry	Dyslexia Teacher	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Ashley Barton	Instructional Coach - Math/Science	Title I	1
Ashley Gibson	Instructional Coach - EC-2	Title I	1

Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Part-Time Tutors	--	$18,500.00
1	1	5	ESC 6 Consultants	--	$5,000.00
1	2	2	Substitute Pay for Certified Teachers	--	$4,000.00
1	3	1	Tutorial Compensation	--	$41,500.00
1	3	3	Math Coach	--	$81,940.00
1	3	4	Science Materials	--	$5,000.00
1	3	4	Math Manipulatives	--	$5,000.00
1	3	4	Reading Materials	--	$5,731.00
1	4	2	ESC6 Reading Specialist	--	$5,000.00
1	4	3	Reading Materials for stations	--	$6,000.00
2	2	3		--	$0.00
3	1	1	Parent Involvement Programs	--	$2,400.00
4	1	1	Chromebook Covers/Protection Cases	--	$10,000.00
4	1	1	Chromebooks and tech equip (hover and swivel cams)	--	$10,500.00
4	1	2	Chromebook Protection Plan	--	$10,000.00
5	1	4	Substitute Pay for Planning Days	--	$4,000.00
				Sub-Total	$214,571.00
				Budgeted Fund Source Amount	$214,571.00
				+/- Difference	$0.00

255 - Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	New Tchr Academy ESC6 & Pre-Contract Pay	--	$0.00
5	1	2	Mentor Stipends	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

263 - Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Rosetta Stone Access for EB students	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

LOCAL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Materials for Stations	--	$0.00
1	4	3	3rd & 4th Grade Guided Reading Books	--	$0.00
2	1	1	PBIS Resources	--	$0.00
2	1	2	Positive Referral T-Shirts, Star Student Certificates	--	$0.00
2	1	3	Treasure Tower Tokens,Folders and Supplies	--	$0.00
2	3	1	Student Certificates & Reward	--	$0.00
3	1	1	Supplies for events	--	$0.00
3	2	1	Subscription to Electronic Newsletter "Smore".	--	$0.00
4	1	1	Kinder Ipads/covers	--	$0.00
4	2	1	Teacher Chair replacement	--	$0.00
5	1	1		--	$0.00
5	1	2	Professional Development Material	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

214 - Title IV, Part A, Sub 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Snap & Read	--	$0.00
1	4	3	Heggerty	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	IA's	--	$0.00
1	2	1	Specialist/Interventionists	--	$0.00
1	3	1	Dyslexia, Rdg Interventionists	--	$0.00
1	3	3	ELA Coach	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

212 - Title I, Part A, School Improvement Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00